



Equal Access to Quality Education for Roma COUNTRY REPORT TEMPLATE

This document is intended to give the country teams a general overview of the monitoring report structure and the approximate length of the country report. The basic components of the report are the desk review study and the field research component, including three case studies for each country.

Detailed templates for the desk review and for the case studies including requests for specific information, questions, statistics, legislation, policies and programmes as well as opinions of the main stakeholders are set out in discrete methodology components in order to guide the process of data collection. While the desk review focuses on factual data at the national level, case studies are designed in order to supplement the expected gaps in available information.

Guidelines for the desk review and case studies are provided in a separate document. The instruments for conducting case studies, namely *interview guides* and an *observation grid* are also included as part of the methodology.

Information from the case studies should be incorporated into the main body of the report under the appropriate sections as highlighted in this country report template. The case studies will also be presented as annexes to the main report.

Each final country report should have approximately 65-70 pages following the structure provided in the template below, including an executive summary to be prepared last.

The country report will be structured as follows:

EXECUTIVE SUMMARY & RECOMMENDATIONS (5 pages)

1. ADMINISTRATIVE STRUCTURE (5 pages)
2. BASIC EDUCATION INDICATORS (6 pages)
3. GOVERNMENT EDUCATIONAL POLICIES AND PROGRAMMES (10 pages)
4. CONSTRAINTS/BARRIERS IN ACCESS TO EDUCATION (14 pages)
5. QUALITY OF EDUCATION (10 pages)

ANNEXES:

- A1. CASE STUDIES (15 -20 pages)
- A2. BIBLIOGRAPHY (1-2 pages)

EXECUTIVE SUMMARY & RECOMMENDATIONS (5 pages)

Executive Summary (3 pages)

- Basic figures about Roma enrolment and retention in school system
- Main constraints in Roma access to education
- Types, extent and mechanisms of segregation
- Quality of education in segregated schools
- Governmental policies and programs targeted on Roma or affecting Roma access to quality education

Recommendations (2 pages)

Recommendations should be provided for the following three levels:

- Local/county level
- Government/Ministry of Education
- International organisations working to improve the status of Roma education

Recommendations should be made taking into account the development of Roma national strategies and Decade National Action Plans in the field of education.

1. ADMINISTRATIVE STRUCTURE (5 pages)

This section's aim is to give an overview on the organisation and functioning of country educational systems.

1.1 Structure and Organisation

Examines the organisation of educational systems in terms of educational levels, compulsory and free education, examinations and age requirements.

1.2 Legal Roles and Decision Making

This subsection is intended to give a comprehensive view of the level of centralisation/decentralisation of the education system, school autonomy inside the system, the roles of different stakeholders and their interaction, accountability, minority education and Roma specific educational structures inside the educational system. Data gathered at local level through interviews should indicate the level of autonomy and accountability of school governance bodies and the role local authorities actually have in regard to curriculum and human resources policies.

1.3 School Funding

This subsection will examine the recent trends of spending for education as percent from GDP and will examine the financial flows in education systems. A main topic of inquiry is the contribution of central vs. local authorities in covering specific types of costs as well as in regard to their share of the school budget. Another aim of this section is to evaluate the relative share allocated to Roma education within the overall budget allocated for minority education in the country. Field research data should supplement this section with an explanation of how funds are allocated in practice between the schools in an administrative unit and what is the percentage of per-school financing made up from local taxes/resources. Case studies information will highlight potential differences between per pupil spending in segregated vs. mainstream school units.

2. BASIC EDUCATION INDICATORS (6 pages)

2.1 Enrolment data and trends

2.2 Retention and completion

This chapter of the report assesses the main access to education indicators, to provide as much disaggregated data as possible on ethnicity, gender and the rural–urban dimension. The aim of the report is to give a comparative approach, Roma vs. non-Roma, to educational statistics such as enrolment rates, drop-out rates, number of year spent in school, and school attainment.

This section provides an overview of the availability of statistical information on Roma for each country monitored and the rules governing the collection of ethnic data (and provisions for the protection of personal data). The reports will also assess the availability (and reliability) of relevant demographic information and national or regional statistics on key education indicators. Educational statistics gathered at the local level in the three selected locations should supply information where data gaps at the national level may be present. Field research should also aim to provide educational statistics offering insight in regard to the reliability and accuracy of educational monitoring in Roma communities, and especially in regard to drop-out statistics and the percentage of children never enrolled in the school system.

2.3 Types and extent of segregation

The typology to be used in the report recognises three patterns of segregation:

- Segregation through placement in special schools for people with intellectual disabilities;
- Separate schools with a majority body of Roma pupils (informally called Roma schools);
- School classes with a majority of Roma pupils (remedial classes or simply majority Roma classes).

This section aims to give a picture (an estimate if no reliable data is available) of the types of segregation present in each country as well as the extent of each type of segregation.

3. GOVERNMENT EDUCATIONAL POLICIES AND PROGRAMMES (10 pages)

The main focus of the report is on government educational policies and their level of implementation. Our analysis will concentrate on educational policies targeting Roma and should only briefly address mainstream governmental educational policies and the extent to which these are reaching Roma communities. The desk review will focus primarily on the content of these policies, while the level of implementation will be further assessed in the field research component of the monitoring. Information obtained through case studies should be incorporated into the five specific educational policies outlined in this chapter: desegregation; Roma teaching assistant/mediator; Romanes language teachers; educational materials and curriculum policy; teacher training and support and monitoring discrimination mechanisms at local level.

Although broader social policies which could affect Roma educational status are not explicitly envisaged in the template, reporters may give an account of policy developments that directly affect Roma children's education, such as social welfare benefits and poverty reduction schemes.

3.1 Government Policy Documents

This section is intended to give a picture of main official documents on Roma education issues and to the approaches related to framing problems in education. The report will also provide an account of the main objectives of national strategies on Roma and national action plan in the field of education.

3.2 Government Education Policies

This section should include a brief description of any:

- Governmental policies for raising enrolment and reducing dropping out of children from low income families
- Programs intending to increase enrolment and reduce drop-outs in the case of Roma
- The extent to which specific governmental programs designed for the overall school-age population are reaching Roma pupils

3.3 Desegregation

This section should include a brief description of any:

- Official documents acknowledging segregation
- Official regulations aiming to dismantle segregation, main measures, resources allocated, timelines and responsibilities, structures dealing with desegregation
- Governmental programmes on desegregation and evaluation reports on this programs
- Examples of good practices in eliminating segregation of Roma in special schools and in prevention of this phenomenon

3.4 Roma Teaching Assistants / School Mediators

This section is examining the use of Roma teaching assistants / school mediators' position inside the educational system: number of Roma teaching assistants / school mediators employed so far as well as their status and mandate.

3.5 Romanes Teachers

This section analyses the status and provisions of minority education for Roma: number of teachers of the Romani language and their formal qualifications as well as number of pupils studying the language.

3.6 Educational Materials and Curriculum Policy

This section should include a brief description of any:

- State policy with regard to the provision of textbooks
- Curriculum inclusiveness in regard to national minorities and specifically to Roma
- State policy in regard to bilingual education and materials

3.7 Teacher Training and Support

This section should include a brief description of any:

- Tolerance, multicultural education, anti-bias courses in pre-service training
- In-service training for teachers from schools with a high percentage of Roma
- Pre-service and in-service training in bilingual education techniques

3.8 Discrimination Monitoring Mechanisms

This section should include a brief description of any:

- Existing mechanisms for monitoring discrimination in education
- Types of sanctions these institutions can apply
- The efficiency of anti-discrimination bodies with regard to education

4. CONSTRAINTS/BARRIERS IN ACCESS TO EDUCATION (14 pages)

This chapter addresses the main constraints preventing Roma from fully accessing the education system. The barriers in access are split into five potential types: structural constraints; legal and administrative requirements; costs; geographic isolation; and language barriers.

4.1 Structural constraints

Is a shortage of places in existing preschools affecting Roma children's access to preschool education? What is the current capacity of the preschool system, and how does it correspond to the number of preschool-aged children in the country?

4.2 Legal and administrative requirements

What are the administrative requirements to enrol a child in preschool? Do Roma families have particular difficulty in meeting these requirements? Do schools enforce these administrative requirements, or do they impose additional requirements in practice? Is enrolment in the school closest to a child's home compulsory? What effect does this have on the ethnic composition of schools?

4.3 Costs

Beyond the costs for attending public preschools which may apply in some countries, there are also additional costs incurred by participation in education for all levels of schooling. What additional costs (beyond preschool fees that may be required) do families incur when sending a child to preschool? Is this particularly burdensome for Roma families? Are there incentives to send children to certain schools, such as free meals or housing?

4.4 Residential segregation/Geographic isolation

This section aims to give an overview of actual patterns of residential segregation in monitored countries. What percentage of Roma lives in compact settlements? Are schools serving these settlements mono-ethnic?

4.5 School and class placement procedures

The aim of this section is to examine mechanisms of segregation through analysis of formal and informal school and class placement procedures. Enrolment and transfer procedures for mainstream schools as well as for special schools will be reviewed accordingly. Parents' rights to choose a school for their children, as well as their opportunities to appeal a placement decision should be addressed. This section should include what are the formal procedures and requirements for placement and transfer, as well as the actual practices in schools.

4.6 Language

This section will assess extent to which the national education systems are prepared to educate Roma children whose mother tongue is Romanes. What is the status of Romanes as a recognised minority language? Are there laws and regulations on mother tongue/language of instruction, as well as bilingual practices in educational systems? As the sites are chosen to fulfil the criteria of Roma communities with a majority of Romanes speakers this section will highlight the preparedness of educational system for bilingual education in Roma community schools as well as the effects on pupils achievement of lack of bilingual facilities and human resources.

5. QUALITY OF EDUCATION (10 pages)

The quality of education received by Roma pupils is the primary concern of the monitoring. The relation between segregation and the quality of education is an under-researched issue, and therefore the desk review component of the monitoring will be supplemented by field research.

In evaluating the quality of education the focus is on *input* indicators such as school infrastructure, curriculum and human resources as well as on *output* indicators reflected in pupils' school achievements.

Monitoring will highlight potential differences in school infrastructure and human resources between separate schools with a majority body of Roma pupils and mainstream schools. At the same time differences in the quality of education resulting from curricular differences between special schools and mainstream schools and between remedial classes and mainstream classes will be analysed.

5.1 School Facilities and Human Resources

This section provides the main infrastructure indicators for comparing material resources between segregated Roma schools and mainstream schools. If for some indicators data is missing in regard to Roma schools but other relevant indicators are available, please provide them. This section explores whether segregated Roma schools have a shortage of qualified teachers and which disciplines may be most affected by such a deficit. In cases where such comparisons between segregated Roma schools and mainstream schools are not available at the national level, the case studies should provide indicative information.

5.2 School Results

School results depend upon the children's learning environment: if the learning environment is inappropriate, school results are likely to suffer. This section compares Roma school results with the achievements of non-Roma, based on national examination results, grade repetition, and any other available data. Where disaggregated results are not available at the national level, the case studies may offer some perspectives as an example.

5.3 Curricular Standards

Special schools are often designed to have lower academic standards aimed at children with intellectual disabilities. This section explores the differences in the curricular standards between special schools and mainstream schools, between mainstream classes and remedial classes as well as potential differences in curriculum between segregated Roma schools and mainstream schools.

5.4 School-Community Relations

Parental involvement in educational and school affairs is a major factor in children's school achievement, particularly for Roma. This section investigates whether there is authentic involvement of Roma parents in the school community and types of decisions in which they are involved.

5.5 School Inspections

Educational inspectors generally act as internal monitors of education quality. The report will review their mandate and activities. The issue of Roma educational inspectors is also a topic in this section. The results of evaluations done in segregated schools and measures taken as a result of these evaluations are an additional concern of this section.

ANNEXES:

A1. STUDY CASES (15 -20 pages)

A2. BIBLIOGRAPHY (1-2 pages)