Literacy Cubed Need Analysis Report

June 2015

Carpentieri, JD, Litster, Jenny and Mallows, David

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Executive Summary

Background

This Needs Analysis Report was produced by UCL Institute of Education (IOE) as part of its evaluation of "Literacy Cubed: Focus on Roma Families". Literacy Cubed (LIT3) sought to promote family literacy (FL) in Roma communities in Montenegro, Romania and Slovakia as a tool for raising the attainment level of Roma children in general education and improving their health.

The aim of the LIT3 Needs Analysis was to provide information on the *needs*, *strengths* and *interests* of the Roma communities in these locations in the context of running a family literacy programme targeting three generations there.

In the first phase of the LIT3 Needs Analysis, IOE conducted an English-language review of international literature on the policy context for this project, focusing on the Roma people, on family literacy, and on health literacy. Using a "cascaded model", national and local data collection templates were generated by the IOE evaluation team, and local teams were trained in their use. In the second phase, researchers in Montenegro, Romania and Slovakia gathered data to populate these templates through reviews of national-language evidence, focus groups held with Roma families, and consultations with local stakeholders. All findings were synthesised by IOE prior to the roll out of the FL programme between June and August 2014. This Needs Analysis Report was finalised in June 2015.

Policy Context

Around 6 million Roma live in the EU, most of whom are EU citizens. Obtaining reliable statistical data on Roma people is, however, difficult, due to inconsistencies in official definitions of ethnicity, the absence or exclusion of Roma people in official statistics, particularly census, health and mortality data, and problems stemming from a reluctance on the part of Roma peoples to define themselves as such, due to fear of discrimination.

The Roma in Europe are a heterogeneous population. The impact of this diversity is that a differentiated approach is required when addressing issues affecting Roma peoples, one that can take account of different geographical, economic, social, cultural and legal contexts in which initiatives and programmes are implemented.

The key characteristic of the history of the Roma in Europe is marginalisation. Even though most Roma now live in settled communities, the legacy of social exclusion manifests itself in many ways – Roma lack access to stable employment and to affordable housing, health care and other social services. Nine in ten Roma live below the poverty line. Roma children are far less likely than children in the general population to go to school and to complete schooling. Moreover, a lack of

assimilation with host communities, and persecution of Roma in these communities, has led to distrust by Roma of authority and institutions.

Social exclusion in employment, health, housing and education are interrelated, interdependent, and cyclical. For example, ailing or undernourished Roma children are less likely to benefit from any kind of education. Interventions to promote social inclusion need to take account of multiple issues on multiple fronts.

Education is viewed by the European Commission as critical to breaking the especially vulnerable status of Roma children: the EC target for EU2020 is to ensure that all Roma children complete at least primary school. Yet far fewer Roma children in Europe attend preschool or kindergarten – an important determinant in the acquisition of early literacy – than non-Roma children, and school segregation continues to be common practice in some Eastern European countries.

Low literacy levels among Roma adults, particularly Roma women, impact negatively on the educational outcomes of Roma children and perpetuate an intergenerational cycle of disadvantage.

A substantial body of evidence demonstrates the importance of the home learning environment to literacy achievement both before and throughout schooling. But disadvantaged parents are less likely to read with their children, less likely to use effective strategies when reading, and may lack the necessary skills, knowledge or confidence to help their children with their school literacy work.

Importantly, however, there is also strong evidence that, through influencing home learning experiences, family literacy initiatives can make up for many of the negative impacts of low socio-economic status and low parental education.

Initiatives aimed at disadvantaged families must therefore take account of potential internal and external barriers less advantaged parents may face, including alienation from government services; literacy difficulties; cultural barriers; work-related barriers; lack of childcare; hectic or chaotic lives; and other caring commitments, whether of adult family members or of children.

Research shows that there is not an inevitably strong and strict relationship between socio-economic status and health literacy. This suggests that health literacy initiatives could potentially have a positive impact on disadvantaged groups.

National and local findings

National data and studies from Montenegro, Romania and Slovakia show that the socioeconomic status of Roma peoples in the three countries is markedly lower than that of the host populations.

Unemployment rates are high and where Roma are in jobs, these are likely to be insecure, informal and seasonal. Most schools have no teachers, or other staff, from a Roma background.

Standards of housing for Roma people are generally well below national and international standards. Homes are typically over-crowded, poorly build with little or no sanitation, and located in undesirable areas.

Life expectancy for Roma is lower than for the general population in the same country and in general there are vast health inequalities between the Roma and non-Roma populations.

School segregation continues to present social and educational challenges. But evidence was found across all three the countries of Roma parents who wanted to support their children with their learning and of Roma children who wanted to succeed at school.

Family and domestic life follows a traditional, patriarchal pattern, with women and girls being responsible for all housekeeping and childcare duties. Although social and economic disadvantage and insecure legal status create needs for families on multiple fronts, strong multi-generational bonds are a potential source of educational support.

Parenting skills are negatively impacted by poverty and a lack of education. In the Romanian community households were more likely to have a richer home literacy environment than in Montenegro and Slovakia, but in general a cultural shift will be required to convince parents – and particularly mothers – that they have the power to make a positive difference to their children's educational outcomes.

Children lack dedicated space in which to read and to learn in their homes. However, younger children rarely miss out on schooling because of work commitments. Children have a strong sense of belonging to the Roma community and a sense of pride in that community that educational initiatives can build on

Poor living conditions and poverty in general impact negatively on Roma children's ability to participate in the formal school routine. The Roma children interviewed in this research were rarely alienated from schooling, but work needs to take place to increase their engagement if educational outcomes are to improve.

Roma children who are enrolled in school do not experience the problems accessing healthcare services that adults do. Poor health practices are in evidence, although these generally stem from features of poor living conditions such as a lack of sanitation.

Roma communities in all three countries have established support from NGOs working on a variety of support initiatives.

In general there is a lack of knowledge about what family learning is – the concept of generations of one family learning together is novel to children and adults, but one that younger children in particular are open to.

1. Introduction

This report contains findings from a Needs Analysis carried out by UCL Institute of Education (IOE) as part of its evaluation of the "Literacy Cubed: Focus on Roma Families" project. Literacy Cubed (LIT3) sought to promote family literacy (FL) in Roma communities in Montenegro, Romania and Slovakia as a tool for raising the attainment level of Roma children in general education and improving their health.

The aim of the Needs Analysis was to provide information on the *needs*, *strengths* and *interests* of the three local Roma communities in the context of running a family literacy programme. The intention was that by information-gathering in these three areas the FL programme would build on not only the needs, but also on the aspirations and desires of children, parents and other stakeholders, thereby creating conditions more favourable to programme sustainability.

The Needs Analysis took place in two phases between January and April 2014. In the first phase, IOE conducted an international literature review of the policy context for this study. This review focused on three topics: 1) the position of the Roma in Europe; 2) the use of family literacy programmes with disadvantaged groups; 3) health literacy. Outputs from this desk-review included local data collection templates for the three country teams. In the second phase, researchers in Montenegro, Romania and Slovakia gathered national and local data to populate these templates through a number of methods including a review of national-language evidence, focus groups with Roma families, and consultations with local stakeholders.

All results were returned to IOE and synthesised into an interim version of this Needs Analysis report, which was in turn used to inform programme and curriculum design, programme implementation, and the evaluation methodology for the piloting of the LIT3 FL programme, which was rolled out in the summer of 2014.

This Needs Analysis Report was finalised with the other IOE project outputs – an Evaluation Report and a Policy Brief – in June 2015.

1.1 Project background

Literacy Cubed (LIT3) was developed by a partnership of organisations from three countries:

- Montenegro: The Pedagogical Center of Montenegro (PCMNE)
- Romania: The Asociatia Learn and Vision (ALV)
- Slovakia: Orava Association for Democratic Education (Slovakia).

The project was led by the Consortiul International Lectura si Scrierea pentru Dezvoltarea Gandirii Critice (CILSDGC) Romania and funded under the European Commission's Lifelong Learning Programme's Key Activity 1, which gave support to

projects using transnational co-operation to develop lifelong learning measures for Roma integration.

LIT3 had three objectives:

1. To develop and field test a coherent family literacy (FL) programme targeting three generations.
2. To develop an evidence-based European policy for FL.
3. To engage key stakeholders in developing local strategies for implementing FL policy and programmes.

The FL programme was delivered by experienced local teachers working with these three organisations, supported by volunteers. It was piloted in three locations – Podgorica, Montenegro; Cluj-Napoca, Romania; and Dolny Kubin, Slovakia – between June and August 2014.

1.2 Method

The LIT3 Needs Analysis utilised a "cascaded model" in which the IOE evaluation team developed data collection instruments, trained local stakeholders in their use, and then synthesised and analysed the locally collected data. These local data were complemented by an English-language review of international literature on Roma needs, strengths and interests (conducted by IOE), and national-language reviews of research, evaluations and policy reports in Montenegrin, Romanian and Slovakian (conducted by local programme stakeholders, using instruments developed by IOE). At the local level, Needs Analysis data were not collected by programme teachers, but rather by other programme staff with research experience.

1.2.1 Desk review

The English-language review of international literature carried out by IOE focused on three topics: the needs, strengths and interests of the Roma peoples in Europe, the use of family literacy programmes with disadvantaged groups, and health literacy. In addressing the first topic, the desk review drew on a range of literature on European Roma populations (see Chapter 2). Desk research on family literacy and health literacy built on previous research conducted by the evaluation team (see e.g. Carpentieri et al, 2011).

Draft templates were discussed with local researchers at a meeting held in Podgorica in February 2014, and revised and circulated later that month.

1.2.2 Local Needs Analysis

National-level data do not provide sufficient information for the development of well-targeted local programmes. Extensive local-level data gathering therefore complemented both literature reviews with local teams collecting information from a broad range of sources, including:

i.   Consultations with local experts, e.g. those working in Roma NGOs,

ii. Focus groups with Roma parents,

iii. Focus groups with Roma children,

iv. Consultations with local schools.

Information was collected not just on Roma families' needs, but also on their strengths and interests. This is a broader focus than that sometimes taken by programme developers: in many cases, the focus is only on participants' needs. IOE's review of the literature in general and successful programmes in particular, coupled with previous experience of programme development, indicated that initiatives are much more likely to succeed if, in addition to targeting participants' needs, they also build on their strengths and interests. This increases participation, engagement and long-term sustainability.

Teams of local researchers in each of the countries were sent three local needs analysis data collection templates: one focused on children, one focused on parents, and one focused on programmes, schools and services – along with guidelines for using these. A fourth template was designed to allow local teams to report national level data to a common framework. All templates are included in Annex B of this report.

Local data collection templates were returned to IOE by the end of March 2014 for analysis and synthesis, with the draft needs analysis report circulated to the teams for comment in mid-April. The research team sought to investigate and categorise Roma-related needs, strengths and interests at three levels: the micro level (children themselves), the meso level (families), and the macro level (schools, other agencies and organisations, and the broader social, political and cultural context). For each level community needs, strengths and interests were reported in terms of:

i.   Family structure, socio-economic status and employment

ii. Parents' beliefs, values and expectations

iii. Roma children at home

iv. Roma children at school

v.   Health literacy, health practices and the healthcare service

vi. Additional services

vii. Family literacy and related programmes

The draft Needs Analysis report was used to inform programme and curriculum design, programme implementation and the evaluation methodology.

1.3 About this report

This Needs Analysis report is divided into five main sections:

- Chapter 2 provides evidence on the policy context of this research, with findings reported under three headings: a) the Roma in Europe, which gives a

brief overview of the history of the Roma in Europe, the characteristics of these populations, and policy initiatives aimed at reducing social inclusion; b) Family Literacy – what it is, how it features in policy, how it relates to disadvantage, what impacts programmes have, and what the research suggests constitutes good practice; c) Health Literacy.

- Chapters 3, 4 and 5 report headline findings from the local level Needs Analysis for Montenegro, Romania and Slovakia respectively. Each chapter begins with an overview of the general situation of the Roma peoples in that country at a national level before moving to summarise community needs, strengths and interests under the seven headings listed above. Fuller findings under these headings and presented in Annex A.
- Chapter 6 contains conclusions across the three countries.

2. The policy context

2.1 The Roma in Europe

2.1.1 Who are the Roma?

The Roma people are widely agreed to have originated in northern India: outmigration from India began about 1,500 years ago, and some 900 years ago the Roma started moving through the Balkans and into Europe. Today the Roma are the largest ethnic minority in Europe, with an estimated 10 to 12 million Roma people living in Europe. Around 6 million Roma live in the EU, most of whom are EU citizens. In policy documents, the Council of Europe states that its use of the term "Roma" includes "Roma, Sinti, Kale and related groups in Europe, including Travellers and the Eastern groups (Dom and Lom), and covers the wide diversity of the groups concerned, including persons who identify themselves as 'Gypsies'".[1]

There are two issues to highlight here. In the first place, obtaining reliable statistical data on Roma people is difficult. Although more comprehensive data for some Member States has been collected in recent years through household surveys, most statistics are derived by combining official statistics with other sources of information in an attempt to create a more reliable and nuanced picture. At the root of the problem lie inconsistencies in official definitions of ethnicity (meaning that Roma may not be counted, or be counted in the same way), an absence of Roma in official statistics, particularly health and mortality data (in many countries Roma was not a recognised ethnic grouping until the 1990s or later), and problems stemming from a reluctance on the part of Roma peoples to define themselves as such, due to fear of discrimination and persecution. Furthermore, many Roma are not registered in the country where they live, or because their slum living conditions are excluded from government and social statistics, making census data unreliable.

Secondly, it is important to emphasise that the Roma community is characterised by diversity, "not only in terms of lifestyle and culture, but also in the extent to which they are integrated in mainstream national societies" (European Commission, 2012: 7). Not all Roma are poor: for example, a recent survey report highlighted that: "In some countries, especially in Eastern and Central Europe, the difference in status and affluence within Roma communities themselves is much larger than the average: the richest 20% of Roma earn up to 13 times more than the poorest 20%" (European Commission, 2012: 19). An April 2010 EC Communication on "The social and economic integration of the Roma in Europe"[2] refers to the heterogeneity of the Roma and the consequences in terms of the differentiated approach that is required

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[1] Council of Europe, Descriptive glossary of terms relating to Roma issues, version dated 16 November 2011, www.coe.int/lportal/c/document_library/get_file?uuid=05511d8d-1dc9-4ce4-b36a-89fb37da5ff4&groupId=10227

[2] http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:0133:FIN:EN:PDF

in addressing issues affecting Roma, ones that can take account of geographical, economic, social, cultural and legal contexts.

This said, this EC communication identifies four main "types" of Roma communities:

- Roma communities living in disadvantaged, highly concentrated (sub)urban districts, possibly close to other ethnic minorities and disadvantaged members of the majority;
- Roma communities living in disadvantaged parts of small cities/villages in rural regions and in segregated rural settlements isolated from majority cities/villages;
- Mobile Roma communities with citizenship of the country or of another EU country;
- Mobile and sedentary Roma communities who are third-country nationals, refugees, stateless persons or asylum seekers.

In general, mobile communities are smaller than settled communities. Several or even all of these types of communities may be present in one member state.

Lastly, it is important to remember that any working definition of "Roma" is related to the context in which it is used. The European Union Agency for Fundamental Rights (FRA), for example, uses "Roma" as an umbrella term in a policy context dealing primarily with issues of social exclusion and discrimination, and not with specific issues of cultural identity.

2.1.2 Exclusion and marginalisation

The 900 year history of the Roma in Europe is a chronicle of persecution, discrimination, and enslavement; in excess of half a million Romani people were killed by the Nazis in the holocaust[3]. Although a minority of Roma have integrated into mainstream society, the legacy of persecution is a lack of assimilation, where Roma people have developed a distrust of authority and reluctance to accept interventions aimed at integration, and where for the most part majority policies, institutions and individuals have not changed; Roma culture is not respected and the perceptions about Roma are based on stereotypes and prejudices (UNICEF, 2007).

As outlined in the April 2010 EC Communication cited above, the "discrimination, social exclusion and segregation which Roma face are mutually reinforcing" (p. 2). The problems Roma people face are complex and interdependent; meaning that integrated and sustainable solutions are needed which address multiple areas – low educational attainment, labour market barriers, segregation in housing and other areas, and poor health outcomes – simultaneously. These problems are also cyclical problems: for example, high levels of illiteracy, especially for girls, and low levels of

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[3] The European Report from the Roma Learning Leaders (2014) project, also funded under the KA1 project, notes that the Roma are absent from many histories of Europe or European countries, which may be connected to their marginalisation today.

competences, mean that Roma people find it difficult to find jobs and in turn to support their children to get an education.

Although it might have been hoped that the situation of the Roma communities in Europe would have improved with the expansion of the European Union, in fact these continue to suffer disproportionately high levels of poverty, unemployment, poor housing and low education, and the Roma people continue to face discrimination. Indeed, Roma exclusion in a number of respects has worsened in recent decades due to two events. Roma communities in Europe are mostly based in central and Eastern Europe, where the political and economic upheavals since 1989 have compounded an already bad situation in terms of education, employment, housing and healthcare. The post-Communism upheaval also meant that poor Roma were driven to live elsewhere; but arrival in wealthier countries in the West intensified prejudice there, with Roma often perceived as undesirable foreigners. Second, the financial crisis that started in 2008 has exacerbated exclusion; as evidenced in a 2012 survey conducted by the European Union Agency for Fundamental Rights. Although the situation varies from country to country, it is estimated that some 90% of Roma are currently living below the poverty line.

The years since 2000 have seen a more concerted effort to develop understanding of the situation of the Roma through the collection of the statistical and other evidence needed to meet these challenges through policy and reform. The United Nations Development Programme (UNDP) has been central in this effort. Following a 2003 World Bank conference, "Roma in an Expanding Europe: Challenges for the Future", the UNDP for the first time produced robust statistical evidence to show that a significant number of Roma in the EU face severe challenges in terms of illiteracy, infant mortality and malnutrition (UNDP, 2003). This report was pivotal also in its recommendation that addressing the Roma situation requires an approach that combines development opportunities and human rights. In 2005, the World Bank reported on "breaking the poverty cycle" by advocating inclusion policies to tackle the economic and social barriers Roma face (Ringold et al., 2005).

The European Union Agency for Fundamental Rights (FRA), previously known as, European Monitoring Centre on Racism and Xenophobia (EUMC) has produced several reports on Roma education, health, housing, and, in 2009, a data report on the Roma drawn from a survey of minorities and discrimination. In this wide European survey the Roma emerge as the minority reporting the highest overall levels of perceived discrimination. Most importantly, the FRA has been central in new data gathering exercises, through household surveys of Roma communities.

In 2012, the FRA reported on a household survey undertaken in 11 Member States (Bulgaria, the Czech Republic, France, Greece, Italy, Hungary, Poland, Portugal, Romania, Slovakia, and Spain); this survey was supplemented by a regional survey conducted by the World Bank/UNDP in Bulgaria, the Czech Republic, Hungary,

Romania, Slovakia and, in addition, six non-EU countries in the western Balkans and Moldova.

The FRA survey took the form of face-to-face interviews with 22,203 individuals (both Roma and non-Roma) thereby gathering data on 84,287 household members. The survey was representative of the Roma population, but not the non-Roma: the majority population, defined as people living in close proximity to Roma people are included as a benchmark.

The survey contained questions on:

- the basic socio-demographic characteristics of all household members
- the situation in employment, education, health and housing
- the neighbourhood and its infrastructure
- integration, discrimination, rights awareness and citizenship issues
- mobility and migration

This survey found that one in three Roma was unemployed, 20% were not covered by health insurance, and 90 % were living below the poverty line. Many faced prejudice, intolerance, discrimination and social exclusion in their daily lives. They were marginalised – half had experienced discrimination in the last year; 40% were aware of anti-discrimination legislation – and mostly lived in extremely poor socio-economic conditions. Across the four pillars that have been identified in concurrent EU policy as the interrelated areas of concern (that is, education, employment, housing and health), the survey found that:

Education

- only one out of two Roma children surveyed attended pre-school or kindergarten.
- excepting Bulgaria, Romania and Greece, nine out of 10 children aged 7-15 were in compulsory education.
- participation then drops: only 15% of young Roma (20-24) surveyed completed upper secondary education.

Employment

- on average, fewer than one in three Roma were in paid employment. The lowest employment rates were found in France, Italy and Portugal and the highest in Czech Republic; the smallest difference between the Roma and non-Roma respondents was found in Hungary. Employment rates were lower for women than men in both populations.
- one out of three Roma respondents said they were unemployed; in most countries the unemployment rate is double for Roma as for non-Roma and the difference was particularly big in Italy, the Czech Republic and Slovakia. Over half the young (15-24) unemployed Roma had no previous work experience.

- Roma who are not in paid employment are homemakers, retired, not able to work, and self-employed.

These findings tie in with other evidence that employment rates for Roma people are much lower than for the general EU population, often due to labour market discrimination (World Bank, 2010).

Health

Life expectancy for Roma people is, on average, 10 years less than the EU average (European Commission, 2009). Levels of infant mortality are high, poor living conditions are widespread and there is limited access to quality healthcare. The FRA survey found that:

- one out of three Roma individuals aged 35-54 reported that health problems limited their daily activities.
- on average about 20% of Roma either had no health insurance or did not know if they are covered. In some Member States 55% of Roma were not covered by medical insurance compared to 15 % of non-Roma.
- more children were born at a low birth weight, and more young children (0-5) were underweight, in the Roma population than in the general population.

Spending on health care has been going down; informal payments expected; medicines cost more; people without employment are less likely to have health insurance, as schemes are financed largely through payroll contributions. Furthermore, Roma are more likely not to have documentation proving citizenship (like a birth certificate) – a UNICEF study (UNICEF, 2007) found about a third, for example, did not have a health card.

As this suggests, even when facilities are available, many Roma do not take advantage (or are unable to take advantage) of medical services to which they are entitled, such as preventative healthcare and pre-screening examinations. This situation has a direct bearing on education: ailing or undernourished Roma children are less likely to benefit from any kind of education, where it is provided, than healthy children.

Housing

- On average, Roma people reported that more than two persons live in one room
- About 45% of Roma live in housing lacking at least one basic amenity (indoor kitchen, indoor toilet, indoor shower or bath, electricity)
- Roma people often live in poor housing with poor access to services and utilities; and often in segregated areas, which reinforces discrimination.

- Forty per cent of Roma live in 40% in households where one person at least went to bed hungry in the last month because there was not enough money for food.

Across all types of communities, women and children are particularly vulnerable (see Voicu & Popescu, 2009). UNICEF (2007) gathered findings from existing research to foreground the plight of Roma children in Albania, Bosnia Herzegovina, Bulgaria, Kosovo, FYR Macedonia, Montenegro, Romania and Serbia. There were three purposes:

- To raise awareness of the extent which Roma children experience social exclusion
- To show the causes, and the barriers faced, in enabling children to get their rights
- To present information and highlight data gaps.

The report covers three dimensions – environment of the child (impact on child of exclusion of community and family); early childhood (until school); education (the main challenge and the main opportunity). It found that a combination of exploitation and exclusion hinders the chance of Roma progressing. The birth rate among Roma is rising much more quickly than average due to a traditional emphasis on family, a lack of access to health care and family planning (although also high abortion rate), early marriage (girls often marry out when their family can no longer afford to support them). Higher rates of infant mortality, higher rates of childhood illness, and poor health also impact on nutritional status and development, and in turn, school attendance. Roma children less likely to be vaccinated (because they are not registered) – in the system these children can be invisible.

2.1.3 Roma and education

Since 2011 Roma children have been a restated priority of the European Commission. Education is viewed as the key to breaking their especially vulnerable status – but educational practices have not yet been successful and it is yet to be seen how children's rights and minority rights can be better used to make sure that this group can access quality education. Roma communities in Eastern Europe have a higher proportion of young people under 15 that the general population (30% compared to 15%). In many Member States, Roma are a growing part of the school population.

The EC target for EU2020 is to ensure that all Roma children complete at least primary school. According to a 2008 report by the Open Society Foundation comparing data on primary education in Bulgaria, Hungary, Latvia, Lithuania, Romania, and Slovakia, only 42% of Roma children complete primary school, often because of discrimination or educational segregation. At the same time, Roma children are overrepresented in special education and segregated schools. Although primary education has not had as much attention as preschool or secondary

education because the overall rates of participation are high, studies like this illustrate the vast gap in enrolment between the Roma and non-Roma populations. Even though school is ostensibly free, there are associated costs (such as clothing, books, equipment, travel) that can make it prohibitive to very poor families, especially where there is more than one child in the family.

The Commission adopted a Communication on Early Childhood Education and Care which highlighted that participation rates of Roma children are significantly lower, although their needs for support are greater. Increased access to high quality non-segregated early childhood education can play a key role in overcoming the educational disadvantage faced by Roma children, as highlighted by pilot actions on Roma integration currently underway in some Member States with contributions from the EU budget. Member States are encouraged to widen access to quality early childhood education and care and reduce the number of early school leavers from secondary education pursuant to the Europe 2020 strategy.

The 2011 FRA survey (FRA, 2012) found a considerable difference in nine out of the 11 Member States surveyed (the exceptions being Hungary and Spain) between Roma and non-Roma pre-school and kindergarten attendance. On average only half the Roma children in the European Union countries surveyed attend pre-school, school or kindergarten. (The lowest rates are in Slovakia and in Greece, where Roma participation in any form of early childhood education is as low as 10%). Given the importance of pre-school attendance to the acquisition of early literacy this presents a major problem. There are no significant gender differences.

The proportion of Roma completing compulsory primary, secondary and tertiary education is also disappointingly low, although there are large differences between Member States: in Greece around 35% of Roma children aged 7-15 are not in school. In five Member States (Portugal, Greece, Spain, France and Romania) fewer than one in ten young Roma has completed upper secondary education. Again, the differences in participation rates between boys and girls are small, except in Poland where more females complete. Across the 11 Member States in the FRA survey, just 15% of young Roma on average complete upper-secondary education. Low rates of school completion are allied to high numbers of children working outside the home; in some countries the proportion of Roma children working outside the home was as high as 10%. The survey also reported high item non-response on this subject, perhaps indicating reluctance to talk about this.

As mentioned above, the FRA survey was linked to another survey in the same year undertaken by the World Bank and the UNDP and financed by the European Commission. This household survey of a random sample of Roma living in concentrated communities and their non-Roma neighbours interviewed respondents in five Eastern European countries: Bulgaria, Romania, Hungary, Slovakia, and the Czech Republic. Approximately 750 Roma and 350 non-Roma households (a purposive sample) were interviewed in each country. Reporting on the findings

examined the early education and care experienced by Roma children between the ages of 3 and 6, and measures to close gaps with the non-Roma majority.

- This survey pointed to the benefits of preschool education for Roma children: participation was associated with better cognitive outcomes; higher rates of secondary school completion; and a lower likelihood (33% reduction in the Czech Republic and 70% in Slovakia) of being enrolled in special needs primary schools for children with learning disabilities.
- In the sampled countries, 75% of children overall were in preschool; but far lower proportions of Roma children (Bulgaria - 45%; Romania - 37%; Czech Republic - 32%; Slovakia - 28%). In Hungary, where there is compulsory enrolment as well as subsidies for regular attendance and funding for expenses and meals, the preschool enrolment rate of Roma children was 76%.
- Roma children suffer multiple disadvantages at home (poverty; lack of food; low parental education) that impact on early learning, e.g. lack of access to books (at least half of Roma children in Bulgaria and Romania have no books at home).
- Roma children aged 5-6 have lower cognitive outcomes (as reported by parents) than neighbouring non-Roma children, e.g. in recognising letters of the alphabet or number symbols.
- More than 80% of Roma parents wanted their children to complete secondary school (although 75% of young Roma do not complete), but they also wanted to keep their children at home in the early years.
- Around half the parents interviewed said they would reconsider participation in preschool were there Roma teaching assistants; the same proportion indicated that they would reconsider were there no fees, or were food coupons available.

The survey report highlighted four policy measures the UNDP/World Bank judged would increase Roma preschool enrolment and improve early learning at home:

1) Making more information available to parents on the benefits for later-life outcomes of preschool attendance.
2) Promoting inclusive preschools by involving Roma parents and employing Roma TAs (including e.g. recent Roma graduates from secondary school).
3) Removing the cost barriers, and perhaps also offering subsidies for regular attendance.
4) Supporting parents at home.

The report also recommended the systematic piloting with variations of different programmes, and implementing randomised impact evaluations.

In the extremely poor rural areas of Eastern and Central Europe "there are very few schools left operating within a walkable distance from Roma homes. Many of the

remaining schools are *de facto* segregated, with a predominant Roma school population and very little, if any, support from under-funded local municipalities" (European Commission 2012: 19).

One of the main education problems identified in the report is the over-representation of Roma children in special needs education, which is presented as indicative of the lack of cultural sensitivity from the education systems and education professionals. The report suggests that this system stems from prejudice and discrimination and effectively consigns children to an educational dead end. It also reports systematic misuse of psychological-diagnostic testing of Roma children, which routinely ascribes their performance in certain tests to mental or cognitive deficiency (FRA, 2012); also, language barriers are interpreted as learning difficulties.

Segregation continues to be a common practice in some Eastern European countries, for example Serbia (Open Society Institute, 2010). De facto segregation also takes place where children are streamed according to learning ability – with Roma children going into schools or classes for children with Special Educational Needs. Estimates cited in country reports put the share of Roma in special schools in Slovakia at 80%, Macedonia at 60–70%, 80% in Montenegro, and 50–80% in Serbia (Open Society Institute, 2010).

Many Roma cultures are strongly oral. Literacy, i.e. the ability to read and write, does not make immediate sense against the backdrop of such an oral culture (European Commission, 2012). As this report states,

> *"When there is no attempt at establishing intercultural dialogue to emphasise the extra potential a sound education may bring for the future of Roma children, what remains in place looks dissuasive: a lack of teaching facilities, roads to get the children to school, textbooks, properly trained staff sensitive to Roma culture, available lunch, etc. A combination of such adverse factors may explain why the degree of illiteracy is so high in many Roma communities in Central and Eastern Europe. It is therefore essential to concentrate educational efforts on the early years, by means of early childhood education and care, i.e. pre-schooling and primary education. At this stage it is comparatively easier to teach children to read and write and, as the case may be, to let them acquire a sound basic knowledge of the language of instruction when it is not that which is spoken at home"* (p. 32).

The later a child enters school, the more difficulties are faced in gaining an understanding of the language of instruction.

The low literacy levels among Roma women impact on children. UNICEF (2006a) found that Roma mothers spent less time with their children than non-Roma mothers, direct communication with children under the age of six was also less and Roma mothers indicated significantly lower levels of satisfaction with their children's

achievements. A further UNICEF study in 2006 showed that Roma children under the age of five, living in the most excluded communities, received only half the amount of developmental support from their parents as that enjoyed by non-Roma children and were twice as likely to be left without adult care, or in the care of another child (under ten years old) (UNICEF 2006b). As this report points out, such statistics remind us that parents in poor countries have to be focused on getting food and other aspects of basic survival. At preschool there is a lack of support for children who are native Romani speakers. UNICEF has called for urgent action to increase the rates of Roma participation in preschool – as the means to stopping the intergenerational cycle of exclusion – saying the return on a small investment could be very large. This point is backed by the World Bank/UNDP (2012) which highlights that investing in early childhood development is essential to breaking the cycle of intergenerational poverty, and is smart economics.

Lastly, it is important to note that there is little qualitative data available on Roma children's experiences at school. The voices of Roma children need to be sought and listened to in the development of education initiatives at both local and national levels and education systems should adopt an inclusive approach, recognising the reality and conditions of all children (UNICEF, 2006b: 57).

2.1.4 European policy and initiatives: tackling discrimination

In European Union policy it has been accepted that a special case could be made for the Roma amongst European citizens by means of a principle of "explicit but not exclusive targeting". Legal protection is offered to Roma through various measures including the Lisbon Treaty (which states the Roma have the right to be treated as any other EU citizens), the Racial Equality Directive 2004 (which outlaws discrimination against Roma), and the 2004 Directive on the right to move and reside freely (Roma who are EU citizens can move without restrictions through the Member States).

A number of EC communications about Roma integration have been issued. In 2010, ahead of the 2nd Roma Summit in Córdoba (Spain) on 9 April 2010 (the first took place in Brussels in 2008, the 3rd in Brussels in April 2014), the EC indicated how the European Union would develop its contribution to the full social and economic integration of the Roma, on the basis of the progress achieved: "Several European and international players are currently pursuing parallel policy processes aimed at including Roma. Among them are the EU policies relevant for Roma inclusion, the OSCE Action Plan on the participation of Roma and Sinti in public and political life (adopted in 2003 and signed by 55 States), the Council of Europe's Recommendations and Resolutions of the Committee of Ministers and the Parliamentary Assembly, and the national action plans adopted and implemented by the 12 countries participating in the Decade for Roma Inclusion 2005-2015 (see below). The outcomes of these activities vary, depending on their legal bases, the instruments, the resources and the stakeholder involvement. Moreover, they are only

loosely coordinated through the Informal Contact Group of International Organisations on Roma, Sinti and Travellers" (European Commission, 2010: p.4-5).

In April 2009, the European Platform for Roma Inclusion was launched with the aim of exchanging good practice and experience and stimulating cooperation among its participants. Its objective is to increase the coherence and effectiveness of the parallel policy processes at national, European and international level with a view to creating synergies. This platform drew up 10 Common Basic Principles for Roma Inclusion:

  i.   Constructive, pragmatic and non-discriminatory policies
  ii.   Explicit but not exclusive targeting
  iii. Inter-cultural approach
  iv.   Aiming for the mainstream
  v.   Awareness of the gender dimension
  vi.   Transfer of evidence-based policies
  vii. Use of European Union instruments
  viii. Involvement of regional and local authorities
  ix.   Involvement of civil society
  x.   Active participation of the Roma

In April 2011, EU member states adopted the EU framework for national Roma integration strategies up to 2020[4]. The framework is designed to address the problem of the social and economic exclusion of the Roma people in Europe by proving the European structure which supports the work of Member States, wherein lies the primary responsibility for addressing the problem. The premise behind the framework is that successful integration is dependent on joining forces. The framework promotes policies that aim to ensure that Roma and non-Roma people have equal access to employment, education, healthcare, and housing (including essential services) by closing the gaps between Roma and the general population and reducing inequalities.

Following reporting in 2010 from the Roma Task Force[5], there was a call for Member States to draft national integration strategies. The European Council of 24-25 June 2011 also endorsed the Strategy committing the Member States to paving the way towards a more socially cohesive Europe by preparing and implementing their national Roma integration strategies (European Commission, 2012). Under the framework, EU Member States are expected to translate its EU goals into national goals, which should be achieved by 2020. Member States were asked to produce a comprehensive strategy for Roma inclusion by the end of 2011; these strategies would set goals, explain how these were to be achieved, and how progress and success would be measured. These strategies were required to take account of the fact that the issues affecting Roma are complex and interlinked and initiatives can

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[4] See http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0173:FIN:EN:PDF
[5] See file:///N:/Downloads/MEMO-10-701_EN.pdf

tackle a number of goals and to be in line with the 10 Common Basic Principles on Roma Inclusion.

Ensuring the effective implementation of the National Roma Integration Strategies is crucial. The European Commission annually monitors the EU countries' efforts and follows up progress made by them in the specific context of the EU Framework for National Roma Integration Strategies up to 2020. Moreover, the Commission supports the EU countries in addressing the Roma inclusion by the policy, legal and financial instruments to the full extent of its powers[6]. 9http://ec.europa.eu/justice/discrimination/roma/index_en.htm).

The Decade for Roma Inclusion (2005-2015) is an initiative taking place in 12 European countries with significant and disadvantaged Roma minorities, with the aim of improving the socioeconomic status and social inclusion of the Roma populations (see http://www.romadecade.org/). The countries involved are Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Hungary, Macedonia, Montenegro, Romanian, Serbia, Slovakia and Spain. Slovenia and the United States have observer status. Each of these countries has developed a national Decade Action Plan that specifies goals and indicators in the Decade's priority areas: that is, the so-called four pillars of Roma inclusion: (1) employment, (2) education, (3) healthcare, and (4) housing. The initiative brings together governments, intergovernmental and non-governmental organisations, as well as Romani civil society. It was founded by a number of international partners including the World Bank, the Open Society Institute, the United Nations Development Programme, and the Council of Europe, and further organisations have joined over the life of the initiative including UNHCR, WHO and UNICEF. By using the type of data generated by the UNDP on the status of households and individuals to set a baseline for measuring progress, the Decade represents a major step towards results oriented, accountable policies and interventions that can be monitored.

2.1.5 European policy and initiatives: equity in education

As set out above, education is one of the four pillars of the EC's Roma inclusion strategy; that is, the four areas where challenges and solutions were to be prioritised. With regard to education, as part of National Roma Inclusion Strategies, Member States propose to:

- Eliminate school segregation and misuse of special needs education
- Enforce full compulsory education and promote vocational training
- Increase enrolment in early child education and care
- Improve teacher training and school mediation
- Raise parents' awareness of the importance of education

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[6] Links to European Commission documentation related to tackling discrimination of the Roma can be found at: http://ec.europa.eu/justice/discrimination/roma/index_en.htm

Some examples of educational initiatives include:

- Most visibly, the Roma Education Fund (REF), a central component of the Decade for Roma Inclusion initiative, was established in 2005 with the mission of expanding educational opportunities for Romani communities in Central and South-eastern Europe. The REF's goal is to contribute to closing the gap in educational outcomes between Roma and non-Roma through a variety of policies and programs, including desegregation of educational systems.

- The ROMED Programme (July 2011-April 2013) included a 'European Training Programme for Roma Mediators'. Mediation refers to the work which people with a Roma background, belonging to local Roma communities, or with a good knowledge of Roma issues, may do to restore communication between such communities and the public institutions. In most cases, mediators speak the specific Roma language of the community with which they are working (that language, as the case may be could possibly be a dialect). The overall aim of the project was to facilitate intercultural dialogue and support efforts towards the greater social inclusion of Roma citizens in Europe. Moreover, the aim was to raise the visibility of existing research and foster cooperation with policy-makers, by providing evidence for policy initiatives. The programme not only set out to improve the situation of Roma, but also undertook to promote the mediator's professional status and unique ability to facilitate dialogue between estranged communities.

- ROMED Programme successfully trained 1000 mediators. The EC is training 1000 mediators over the next two years, who can inform and advise parents on the workings of the local education system, and help to ensure that children make the transition between each stage of their school career.

- Council of Europe's "Teaching Kit for Roma Children" is a set of teaching materials developed to help aide young Roma children prepare for school in a home environment. Besides conforming to the school syllabi, it is also practically-oriented towards the everyday-life worlds of the Roma. The kit provides examples of how cheap and readily available material such as lemons, buckets and sand, can be used for engaging educational activities (see ISSA, 2009).

- Romania - Parent Empowerment for Family Literacy Programme (PEFaL) (Grundtvig, 2001-2004).

- Step by Step programme, based on US programme called Head Start – run by the Open Society Institute.

- PHARE programmes in Romania. These programmes aimed: to improve the chances of Roma children to be successful in primary education, by increasing their participation in pre-school education; to stimulate the

completion of compulsory education and prevent school drop-out; and to provide second-chance education for people not completing compulsory education. They offered financial support to NGOs and schools for after school programmes and youth centres. Improved outcomes were reported by children who completed schoolwork together with others in youth centres with the help of teachers or social workers. Some of the support centres are run by Roma organisations, others by NGOs aiming to help all children in communities. Good outcomes such as increasing attendance, improved grades, involvement of parents, building school motivation were reported by both categories of centres (Podea, 2010).

2.1.6 Policy implementation – successes, failures, drivers, barriers

The 2010 EC Communication on "The social and economic integration of the Roma in Europe" stated that in terms of implementation there were no financial barriers levels – sufficient funding levels were available to underpin policies and programmes. Instead, obstacles to implementation comprise of shortcomings in planning and programming as well as the administrative burden. The communication continued: "Obstacles also include reticence at the local level and a lack of political awareness and capacity among local administrations, as well as among Roma communities. These difficulties can be tackled by incentives or by the provision of appropriate support and expertise, including through technical assistance under the EU structural Funds. The Commission welcomes NGO initiatives in support of capacity building (e.g. the OSI initiative "Making the Most of EU Funds for Roma"). Moreover, Roma empowerment and in particular participation in the decision-making process by Roma women, who act as a link between the family and society, have proved to be an important factor for the success of any measure." (p. 6).

All reflections on the implementation of measures taken to address the challenges of Roma inclusion are agreed that these tend to be more successful where strategies are integrated and address the complexity of the problem; isolated projects which address one or two issues are generally less successful. Furthermore, in successful measures to achieve inclusion, the mainstreaming of Roma issues into relevant European and national policies is critical. Mediation is viewed as one of the most effective tools – bridge between separated worlds.

The 21 May 2012 European Commission Communication, "National Roma Integration Strategies: a first step in the implementation of the EU Framework", highlighted three best practices, which may provide inspiration for innovative action to address the challenges of Roma inclusion in the field of education. In Slovenia, Roma assistants and mediators participated in training given to educators, with a view to significantly improve school completion rates amongst Roma children. Spain is also using mediation in new programmes established to reduce early school leaving and absenteeism amongst Roma students. In Finland, the "Kauhajoki" model has proven very successful in pre-school: three instructors with Roma background

help provide support for the children and families in boosting participation in early childhood education and care (European Commission, 2012).

An EC report of 26 June 2013, "Steps forward in implementing National Roma Integration Strategies", identified the structural preconditions that were necessary in order for strategies to make progress in the four pillars:

    i.   working with local and regional authorities and civil society
    ii.   allocating proportionate financial resources
    iii.   monitoring and enabling policy adjustment;
    iv.   fighting discrimination convincingly
    v.   establishing national contact points for Roma integration

From looking at the progress made by Member States, this report concluded: "some Member States significantly rethought or developed their strategies in concrete terms, in particular by seeking to organise horizontal and vertical dialogue as well as coordination for the implementation of their strategies; however, some of the necessary preconditions for successful implementation are still not in place and progress is therefore very slow on the ground."

The Roma Task Force (RTF) was established by the European Commission in 2010. Its first findings, reported at the end of that year, highlighting that EU Member States do not yet properly use EU funds for the purpose of effective social and economic integration of Roma[7]. The RTF identified weaknesses in the development of appropriate strategies as well as specific measures to address the problems faced by Roma, including implementation problems at national level due to a lack of know-how and administrative capacity to absorb EU funds. The RTF report also determined problems in providing national co-financing, as well as a lack of involvement by civil society and Roma communities themselves.

As it drew to a close, the Decade for Roma Inclusion published an assessment of the achievements and shortcomings of the initiative. This report drew attention to fact that the profile of Roma inclusion has been raised; not only is there now widespread awareness of the issues, there is agreement that the need to do something about this is a relevant and valid mission – public policy in the form of national Action Plans is evidence of this. Also in this category of tangible actions are the new facilities and resources directed at Roma inclusion, including the Decade Trust Fund, Roma Education Fund, Making the Most of the EU Funds for the Roma. The Decade initiated, documented and disseminated good practices in the priority areas, e.g. promoted inclusion of Roma in preschool education, scholarships for Roma students in secondary and tertiary education, Roma health mediators, social housing for Roma. The Decade is therefore marked by flexibility and the fact that its coverage is not limited; there has been particular success in bringing together different

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[7] See file:///N:/Downloads/MEMO-10-701_EN.pdf

organisations to talk about inclusion and in securing the involvement of Roma themselves in the policy decisions that affect them.

These achievements noted, the report reflects on the Decade's shortcomings. Although the scope of the project was wide-ranging, a consequence of this was that the Decade was too ambitious and followed a mission too general to be achieved in a decade. In some of the areas where change was pursued funds were lacking; but even where funds were appropriate to the challenge, there were barriers to using them, and a shortage of human resources. The Decade suffered from limited powers of enforcement, except that which came with peer pressure, and the lack of power to implement. At the higher level the report noted that structural discrimination is widespread and there is resistance to positive discrimination; moreover, implementation is difficult against a backdrop where monitoring, evaluation and reporting are sporadic and in general there is disaggregated data on ethnicity. Lastly, it was felt that there were too many parallel initiatives dealing with the same subject.

2.2 Family Literacy

2.2.1 What is family literacy?

A child's early exposure to language and literacy within the family are of crucial importance in later literacy and wider educational development. This early literacy experience has been identified as an even larger determining factor in a child's future educational achievement than high-quality schooling (Desforges and Aboucharr, 2003). It is also the aspect of a child's literacy development that is most subject to variation according to socio-economic factors, making it the locus of an early transfer of inequalities. The term 'family literacy' is used to describe this everyday experience of language and literacy within the family unit, the result of interactions between parent(s) and child, child and siblings.

The term "family literacy" can also be used to describe the initiatives, interventions, provision or projects aimed at stimulating, developing or supplementing these interactions, aiming to reduce this early transfer of inequalities. Such initiatives include support offered to parents within the home environment as well as those offered outside of the home; joint parent-child support sessions as well as those where parents attend alone; projects aimed at parents of pre-school children as well as those already within the school system; initiatives which focus exclusively on literacy development as well as those that support "good parenting practices" holistically. Projects with a sharp focus on literacy development include those providing information and guidance to parents on the importance of a literacy rich home environment, those aiming to develop how parents read with children, those aiming to develop parents' literacy skills, and book-gifting initiatives (see Carpentieri et al, 2011 & van Steensel et al, 2012 for examples of each of these).

2.2.2 Family literacy and the policy context

Despite little presence in European Union policy for much of this century, family literacy began to gain high-level policy attention with the NRDC-led 2009-2011 European-Commission-funded family literacy project working across seven European countries, including Turkey and Norway (Carpentieri et al, 2011). This project influenced the report of the European High Level Group of Experts on Literacy (2012) which placed prominence on the role of the family, arguing that "family literacy programmes are under-used by policy-makers" (p. 40) and recommending that governments "develop more extensive, larger and better coordinated family literacy initiatives" in order to reduce inequalities around literacy and develop "a more literate environment" (p. 98). Later in 2012, the EU Council of Ministers Conclusions on Literacy (Council of the European Union) stressed that intergenerational initiatives are integral to developing national literacy strategies because evidence demonstrates that "family literacy programmes are cost-efficient and highly effective" (p. 3). The 2013 European Commission proposal for the creation of a "European Policy Network of National Literacy Organisations" presented a further call for attention to family literacy expertise.

2.2.3 Disadvantage and family literacy

A substantial body of research has demonstrated the importance of the home learning environment to literacy achievement both before and throughout schooling. For example, the Effective Provision of Pre-School Education (EPPE) study (Sylva et al 2004) found that several aspects of the home learning environment had a significant impact on children's attainment at school entry. These include the frequency with which children play with letters or numbers at home, parents drawing children's attention to sounds and letters, the frequency with which parents report reading to their child, and the frequency of library visits.

Other work highlights the significance of the home as a literacy-rich environment: the presence of books and other print material, of the visibility or modelling of reading and writing practices, of the prevalence of stories, speech and rhymes. UK research using the Millennium Cohort Study (MCS), which is tracking the development of thousands of children born in Britain in the year 2000, has found that by the age of three, children of parents with higher academic qualifications have vocabulary skills that are an average of 10 months ahead of children whose parents have no qualifications. The same study found that three-year-olds in families with incomes below the poverty line had vocabulary levels and average of five months behind children in families who were above the poverty line (George et al, 2007).

One of the most widespread findings is that children experience improved early attainment in reading if their parents read to them more (Brooks, 2000). Research has shown that socio-economically disadvantaged parents are less likely to read with their children; when they do, they are less likely to use effective strategies for

encouraging a love of reading (Bus and van Ijzendoorn, 1995). Parents who see themselves as weak or non-readers may lack the confidence to read frequently and broadly with their young children or may feel confused about which books to choose.

When parents do not read for pleasure themselves, they may struggle to develop strategies for engaging their children in shared book reading – and early engagement is the first step towards later achievement. Such parents may actively want to engage in shared book reading for their children, and may understand its value, but may struggle to put it into practice. For example, when they engage in shared reading, socio-economically advantaged parents are more likely to use effective strategies (Mol et al, 2008). High-SES mothers tend to be more inclined to make their young children active participants in understanding stories, by asking questions and offering hints and help to enable children to answer their own questions (Bus and van IJzendoorn, 1995). In contrast, lower SES mothers have a stronger tendency to simply explain confusing aspects of stories, rather than trying to help their children to think through and understand these parts for themselves.

Less advantaged parents may also see literacy development and motivation as the responsibility of the school, rather than a joint responsibility shared by teachers and parents alike. Further, when children are at school parents may lack the necessary skills, knowledge or confidence to help their children with their school literacy work. In the United Kingdom, Reay (1998) has documented the barriers that low SES mothers face when attempting to help their children develop educationally and do well in primary school. These barriers, include lack of time, lack of literacy skills, lack of confidence, and a lack of the human, social and cultural capital often demanded of parents by schools. Schools' rising expectations in terms of the levels of educational support offered by parents, and the disproportionately negative effect this has on income-poor and minority ethnic parents, is also a feature of the work of Lareau, e.g. in American studies such as Unequal Childhoods: Class, Race, and Family Life (2003). School children in disadvantaged families are also less likely to have quiet spaces in the home to engaged in sustained, solitary reading. They are also more likely to attend schools with high percentages of other socio-economically disadvantaged students, which can decrease motivation through negative peer effects (EC, 2008).

In the vast majority of cases, socio-economically-related differences in parent-child literacy practices are not the result of limited ambitions, but of limited skills, knowledge or awareness. This is aptly summarised by a mother quoted in a European study of family literacy initiatives (Carpentieri et al, 2011). "Why," the mother asked, "didn't anyone tell us how important it is to read with our kids when they are only small?"

There are various ways, therefore, that social disadvantage can influence children's literacy development, both before and during school years, deepening social divides. It should be emphasized, however, that no socio-economic factor, nor any

combination of them, inevitably causes poor literacy (Parsons and Bynner, 2007). Crucially, the quality of a child's relationships, interactions and learning experiences in the family have more influence on future achievement than SES, material circumstances or the quality of pre-school and school provision (Sylva et al, 2004). There is strong evidence that, through influencing these home learning experiences, family literacy initiatives can make up for many of the negative impacts of low socio-economic status and low parental education (Brozo et al, 2007; OECD, 2010).

2.2.4 What do we know about the impact of family literacy initiatives?

In a meta-study of family literacy, language and numeracy (FLLN) provision, Brooks et al (2008) looked at programmes in Europe and around the world, including a six-nation initiative led by Malta that also involved Belgium, England, Italy, Lithuania and Romania. Many of the participants in this study were categorized as disadvantaged. In this study, the authors found good evidence of benefits to children's skills. Among programmes seeking to improve children's literacy skills, most reported benefits based on improved test scores. Other projects reported improved language skills for children. Importantly, of the studies that gathered follow-up data to assess whether or not improvements had persisted, almost all showed that benefits had been sustained.

Carpentieri et al. (2011) reviewed six meta-analysis of family literacy interventions, concluding that family literacy interventions are far more effective that most educational interventions. They also identified a range of benefits produced by family literacy interventions, such as greater self-confidence, self-efficacy (Swain et al, 2009), social and cultural capital, and developed self-concept as learners and readers (Desforges and Abouchaar, 2003), improved parental self-confidence and self-efficacy (Swain et al, 2009), and improved child self-concept as a reader and learner (Desforges and Abouchaar, 2003). In 2012 van Steensel et al. reviewed a series of meta-analyses to identify a "generally positive" (2012, p. 37) impact. Effect sizes varied but the majority of the studies summarised by van Steensel and colleagues identified statistically significant impacts on child literacy development.

2.2.5 Lessons in good practice

Literacy and Parenting

There is an increasing body of primary research demonstrating the value of programmes which situate family literacy within a broader development of parenting skills. Desforges and Abouchaar's 2003 review of the literature argued that general parenting skills are of crucial importance in shaping child educational (including literacy) development.

Some of the most rigorous and valuable research has come from Turkey. Results in Turkey have been extremely impressive, across a broad range of outcome measures

and over an extended period of time. The Turkish Early Enrichment Project (TEEP), which has since evolved into the Mother-Child Education Program (MOCEP) has now run in Turkey for nearly two decades, serving more than 300,000 families; it has also been implemented in five Western European states (Bekman and Koçak, 2010; Carpentieri et al., 2011). In this Programme, the development of parenting skills is seen as essential in longer term child literacy development.

In MOCEP (and its predecessor TEEP) mothers receive training in how to support their children's cognitive, emotional and social development. This places a clear emphasis on the social and emotional development of the child and the quality of parent-child interactions and parenting in the home (Desforges and Abouchaar, 2003). It also addresses the mother's self-efficacy and self-concept (Kağıtçıbaşı et al., 1992, 2001, 2005). Measures of short-term literacy gain (i.e. immediately post-course) were taken, but the focus of this project and its evaluation were on longitudinal development. A follow-up seven years after the course (comparing of programme participants with a matched group of non-participants) identified these benefits: improved literacy and school attainment; improved child and parental attitudes to school; higher parental expectations; reduced behavioural problems and stronger parent-child relationships. Another follow-up nineteen years after the programme identified gains relating to education and employment, finding that participants (now in their mid-20s) demonstrated higher educational attainment (60% more likely to participate in higher education), advanced occupational status and a lower involvement with crime (Bekman, 2003; Kağıtçıbaşı et al, 2001, 2005).

These wider, longer-term benefits match those identified in longitudinal studies of early childhood education and care (ECEC) programmes, e.g. studies of the US Perry High/Scope preschool programme (Schweinhart et al., 2005). Analysing the Perry High/Scope programme, Heckman et al. (2009) found that the key to longer-term gains such as improved academic performance in secondary school was attention to children's wider cognitive, social and emotional development. Long-term gains in child literacy are more likely when family literacy projects train parents in both educational and socio-emotional support skills (Desforges and Abouchaar, 2003; Kağıtçıbaşı et al, 1992, 2001, 2005; Heckman, 2009).

Book gifting

In 1992 the Bookstart project in Birmingham, England started to give free books to families of 6-9 month babies through health visitors and clinics. Initial findings based on parent questionnaires suggested that 28% of parents spent more time sharing books with their children and 71% bought more books. Interviews carried out with 29 families two years later showed that recipients of the book giving shared books and visited libraries with their children more often than non-recipients. Later, reading assessments of 41 of the first Bookstart children when they started primary school aged 5 produced statistically significantly better results than the control group, and

further research with a sub-sample at the age of 7 revealed the Bookstart children to be 'ahead' in all cognitive assessments (Carpentieri et al, 2011).

Teaching parents to teach their children to read?

Sénéchal and Young (2008) found that programmes which trained parents to teach their children specific reading skills had a very large impact on child literacy development (effect size = 1.18). Such programmes could be adapted and reduplicated in other settings in order to ascertain whether or not they can continue to produce large gains. Of particular interest was the fact that these programmes required surprisingly little staff time: parents received on average only 1-2 hours of training. The same researchers found above average results (in comparison to other educational interventions) for programmes in which parents listened to their children reading (these programmes produced a combined effect size of 0.51) and more limited benefits from programmes in which parents read to their children (effect size = 0.18).

Working with the most disadvantaged

Research findings may provide misleading messages and overly ambitious targets if outcomes for programmes which include primarily well-educated families are used as benchmarks for programmes targeted primarily at disadvantaged families. Meta-analyses of family literacy programmes have produced conflicting evidence regarding the impact of disadvantage on programme outcomes. While reviews by Manz et al (2010) and Mol et al (2008) found that family disadvantage reduced programme benefits, Sénéchal and Young (2008) and Jeynes (2005) both concluded that children from less advantaged families benefited as much as more advantaged children.

In a study carried out in Berlin, McElvany and Artelt (2009) found that it was more difficult to recruit disadvantaged families – but once these families did join the programme, their children experienced benefits equal to or greater than more advantaged children. Initiatives aimed at disadvantaged families must therefore take account of potential internal and external barriers less advantaged parents may face, including alienation from government services; literacy difficulties; cultural barriers; work-related barriers; lack of childcare; hectic or chaotic lives; and other caring commitments, whether of adult family members or of children, including those with special educational needs. There may also be language barriers, homelessness, or drug and/or alcohol problems. Researchers have suggested a range of strategies for improving recruitment of disadvantaged parents, such as provision of childcare and transportation, and incentivising programme recruiters. .

Family literacy projects aimed at particularly disadvantaged families may need to strive not for quantitatively identifiable short-term literacy gains, but other, more basic benefits such as improved parental attitudes to education, more time spent on

shared reading, and parent-child bonding through reading practices (Carpentieri et al, 2011).

Transfer: the importance of context

While research suggests that family literacy interventions typically produce a greater impact than most educational initiatives, we can not assume that a particular initiative's reported gains can be readily reproduced in a different context. Impacts are the product of complex interactions between programme type, participant characteristics, and broader social, cultural and economic factors. Policies and projects need to be adapted to meet the specific needs of particular groups. Manz et al (2010) similarly stress the need for close attention to the cultural validity of family literacy programmes. For example, in the Netherlands, the Opstap Opnieuw initiative has been found to produce benefits for Turkish-Dutch families, but not for their Moroccan-Dutch peers. This seems to be the product of the different literacy backgrounds of the particular Turkish and Moroccan communities involved (Eldering and Vedder, 1999).

The Turkish Mother-Child Education Programme has been transferred to five European and Middle Eastern countries. The success of these transfers has been credited to what could be called "the 4 Ps": participant characteristics; pilots; partnerships; and project teams. Analysis of MOCEP's successful transfer suggests that initiatives are more effectively transferred when the new target group shares certain *participant characteristics* with the programme's "home" population. Booktrust advises a *pilot*-evaluation-rollout model when transferring its book gifting initiative to other countries and MOCEP recommends transferred programmes have two pilots: the first to identify necessary modifications for adaption to the new context and the second to test how the programme works once the recommended adjustments have been made. *Partnerships* are recommended for successful programme transfer and MOCEP recommends that the *project teams* have minimal dependence on volunteers (Carpentieri et al, 2011). Carpentieri et al (2011) also recommend that when examining impact evaluations and examples of practice from other contexts, it is important to analyse weaknesses as well as strengths, inputs and processes as well as outcomes.

2.3 Health Literacy

Health literacy is a multi-dimensional concept. While basic literacy and numeracy skills are essential components of health literacy – for example, these skills are required in order to read and understand medical instructions, prescriptions, etc – they are not in and of themselves sufficient for good health literacy. Good health literacy does not just mean understanding messages, it also means having the skills required to navigate the healthcare system (Kickbush et al, 2006). Such navigation requires good language skills, confidence, scientific literacy and cultural literacy (Zarcadoolas et al, 2005). Health literacy skills are a key part of the skills required to

function successfully in modern society (Kickbush et al, 2006), and to help one's children to do the same.

Reviews of the impact of literacy on health typically find that lower skills in the former lead to poorer outcomes in the latter. For example, a 2009 systematic review (DeWalt and Hink) found that children with low literacy generally had worse health behaviours. Parents with low literacy had less health knowledge and were more likely to engage in behaviours that had negative impacts on their children's health. In general, children whose parents had low literacy suffered worse health outcomes. However, literacy was not as closely related to use of healthcare services.

It is important to note that this research, like the vast majority of health literacy studies, took place in a wealthy, highly developed country (the US). Most health literacy research has been undertaken in the US Canada and Western Europe. Even the European Union Health Literacy Survey (EU-HLS, 2012) looked at only eight countries: Austria, Bulgaria, Germany (North Rhine-Westphalia), Greece, Ireland, the Netherlands, Poland and Spain.

This study, which found close links between socio-economic status and health literacy, concluded that particular characteristics were associated with poor health literacy. These characteristics included low social status, low education and financial difficulties, all of which are characteristic of Roma populations. A World Health Organisation (WHO) analysis of health literacy in Europe came to similar conclusions, finding that poor reading skills are associated with a range of negative health outcomes and behaviours. The report also concluded that health literacy follows a social gradient and that poor health literacy can reinforce existing inequalities. For example, poor health literacy contributes to bad health decisions and thus poorer health; bad health, in turn, contributes to poor employment.

It should be noted that while the EU Health Literacy Survey found a social gradient in all participating countries, that gradient differed in steepness across countries. For example, in some countries health literacy seems to have a weaker association with socio-economic position than in other countries. This is a positive finding, as it shows that there is not an inevitably strong and strict relationship between socio-economic status on the one hand and health literacy on the other. This suggests that health literacy initiatives could potentially have a positive impact on disadvantaged groups. Another argument in favour of health literacy programs is the WHO conclusion (p. 8) that "building personal health literacy skills and abilities is a lifelong process". WHO suggests a number of potentially promising approaches to improving health literacy. These include:

1. Approaching health literacy as a government-wide and society-wide issue, rather than just the concern of the healthcare system

2. Involving multiple health literacy stakeholders, including community organisations, NGOs, adult literacy practitioners, health care centres and researchers
3. Developing plain language initiatives that are sensitive to cultural issues
4. Investing in measurement and research.

Such approaches are epitomised in successful programmes, such as an American initiative run by the University of California Los Angeles (UCLA) University's Healthcare Institute for Head Start. In the US, the long running Head Start programme provides childcare and other forms of support to low-income families, and the Healthcare Institute was created in 2001 to help Head Start parents gain the knowledge and confidence to manage their children's healthcare needs. By 2007, the programme had trained at roughly 10,000 parents in 35 of the 50 US states, affecting nearly 20,000 children. The effects have been wide ranging and highly positive. Parents who took part in the training reduced unnecessary visits to hospital emergency rooms by 58% and experienced a 42% drop in the average number of work days they lost due to taking care of sick children. Their children missed 29% fewer days of school. Research suggests that these changes in parental knowledge and behaviour save the US government up to $554 per family per year in direct healthcare costs alone (Herman, 2007).

Similar programs (and research) are needed for the Roma populations of Europe. While there is some research on Roma health practices and problems, we were able to find no high-quality, quantitative research on health literacy amongst the Roma of Europe. However, a study of predictors of health endangering behaviour among Roma and non-Roma adolescents in Slovakia (Kolarcik et al, 2010) found that Roma female adolescents were less likely to smoke, get drunk or used drugs than their non-Roma peers. However, Roma girls were less likely to be physically active. The only significant difference between Roma and non-Roma boys was that the former used drugs less frequently. In this cross-sectional study of segregated and integrated settlements in eastern Slovakia, the effects of parental education on adolescent health behaviours were minimal.

3. Montenegro

3.1 National data

As reported in a 2013 report by the OSCE's Office for Democratic Institutions and Human Rights, the 2011 census records figures of 6,251 Roma and 2,054 Egyptians living in Montenegro; Roma therefore comprise around one per cent of the total population, and Egyptians 0.3 per cent.

The majority (63.8 per cent) of Roma in Montenegro live in Podgorica, and approximately 90 per cent of the Roma population live in Podgorica, Berane, Bijelo Polje, Herceg Novi and Nikšić. The largest concentration of Egyptians is also found in Podgorica, followed by Nikšić, Tivat and Berane (in that order).

Most Roma in Montenegro are not legal citizens, limiting the extent to which they qualify for social assistance. Research by the Centre for Democracy and Human Rights (CEDEM, 2014b) shows that, although the income of most Roma households is far below that of the average household in Montenegro, the vast majority of Roma do not receive social assistance. Although occasionally Roma households are in receipt of non-cash social assistance (food, clothing, shoes, items for personal hygiene) and, even less often, one-off financial assistance payments, only a very small percentage of Roma use the free meals service provided by municipalities, or receive disability benefits. A fifth of Roma households receive Family Allowance; a small number of Roma households receive payments made in connection to pregnancy/ newborn children.

These data are in line with earlier evidence (2003) on poverty rates as reported by the OSCE (2013), where Roma, Ashkali and Egyptian households in Montenegro experienced a poverty rate 4.5 times higher than the national average, a figure that reflected unemployment rates (43.3% unemployment among Roma, Ashkali and Egyptian adults compared to 11% within the general population).

3.1.1 Employment

Ensuring effective and equal access to the labour market for members of the Roma and Egyptian community is one of the priorities of national employment policy and human resources development in Montenegro. These include a series of measures aimed at Roma and Egyptian (RE) community representatives.

The 2011 UNDP-World Bank-European Commission survey found an unemployment rate of 44% among Roma in Montenegro, as compared with 30% among the non-Roma sample (FRA, 2012). Reports of income-based poverty among Roma included in the same survey were 29 per cent, as compared with five per cent among non-Roma. A recent study from the Centre for Democracy and Human Rights (CEDEM, 2014a) which looked at the employment characteristics of the RE community in

Montenegro reported extremely high levels of unemployment, with around two-thirds (64%) identifying themselves as unemployed.

Without educational or vocational/profession qualifications, many Roma lack the ability to compete in the labour market. Informal employment characterises the RE community, with the negative impacts on both job security and health and safety at work that this can bring. Only a very small number of Roma have used financial support from the Employment Office to start a business.

Key employment sectors such as social services and child protection have no employees who identify themselves as Roma; the proportion of employees who declare themselves as Roma in the education sector (0.01%) and in healthcare (0.06%) is negligible. The impact of this situation on social dialogue at the local level is particularly negative, as the low RE community representation in the bodies of local government is out of proportion to the RE population of the municipality (CEDEM, 2014a). One in ten Roma is in temporary employment arranged by the municipality and/or the Employment Service (CEDEM, 2014b).

To improve the RE community's access to the labour market, the National Employment Agency and Centre for Adult Education are cooperating to engage in active labour market measures, establish strategic partnerships and enhance employment opportunities for RE population by providing vocational and other professional training designed to improve qualifications, competences and labour market competitiveness. This project (Support to the Integration and Voluntary Return of Displaced and Internally Displaced People [IDPs] and residents of Konik Camp) includes actions aimed at:

i. Providing vocational training for beneficiaries, with special focus on women, followed by income-generation grants for successful participants.
ii. Providing support in the form of income-generation grants for small business start-ups.
iii. Improving income-generating opportunities from recycling.
iv. The project also runs awareness-raising campaigns among potential employers of the RE population.

3.1.2 Housing

The Roma in Montenegro generally have a low standard of living in terms of housing. One in ten Roma households was provided with a space to live in by the municipality (CEDEM, 2014b).

The national Strategy for improvement of position of Roma and Egyptians in Montenegro 2012 -2016 supports this picture of deprivation, stating that although there is a lack of precise data about living conditions:

> *"There is general impression that housing conditions of most RE people in Montenegro are below minimal national and international standards."*

It goes on to say:

> *"Housing facilities are of temporary character which are often made of poor, insufficiently solid materials, small-scale facilities without sanitary and sewage nodes, and the fact they often live near municipal waste landfills … households of displaced RE persons are in the poorest housing conditions with regards to average size of accommodation, number of rooms, number of persons in one room and average accommodation surface per household member".*

In Montenegro work to resolve social housing issues is conducted in compliance with Strategy for Permanent Resolution of Status of Displaced and Internally Displaced Persons in Montenegro, with special reference to the Konik area. The Strategy for Improvement of Position of RAE population in Montenegro 2008–2012 supports the action plan drawn up in 2005 as part of the Decade of Roma Inclusion.

The 2011 survey by the UNDP-World Bank-European Commission supported findings of a household survey conducted in 2003 which found that nearly half of Roma, Ashkali and Egyptian families lived in shacks or poor quality housing (OSCE/ODIHR, 2013). In 2011, 42 per cent of Roma respondents were assessed as living in ruined houses or slums, compared to 12 per cent of the neighbouring non-Roma population. According to UNICEF, residential segregation is common (OSCE/ODIHR, 2013).

According to ERRC research in Montenegro, poverty and substandard housing conditions continue to form a key obstacle to the school attendance and performance of Romani children, including their ability to study at home (ERRC, 2010), impacting on children's ability to study at home.

3.1.3 Health

The OSCE (2013) reports that although the Roma in Montenegro are relatively well covered by health insurance and immunisation programmes (89% and 94%, respectively), and the 2011 UNDP-World Bank-European Commission survey found Roma in Montenegro to be more positive in self-assessments of their health than their non-Roma neighbours, the available information suggests that the health situation of Roma is considerably worse than that of the general population of Montenegro.

The project, "Support to the Integration and Voluntary Return of Displaced and Internally Displaced People (IDPs) and residents of Konik Camp", focuses on the importance of awareness-raising among women on general and reproductive health. It recommends that this be achieved through the provision of information, better living conditions and improved access to free primary health care services with a special focus on training programmes for Roma health mediators. Moreover, the Early Childhood Development approach is recommended for giving Roma children

an equal chance in society from the first three years of childhood onwards and even before that in the pre-natal phase. This project includes actions aimed at:

i. The continuation of training for Roma health mediators to work with target population, especially women.
ii. The continuation of awareness-raising among RE IDPs on preventive measures.
iii. Improving access to health care services including reproductive health services and regular pre-natal check-ups.
iv. The organisation of programmes for RE mothers for early childhood development.
v. Awareness-raising on sexual and reproductive health and the rights of the child.

3.1.4 Education

Figures for school enrolment rates in Montenegro vary. The CEDEM (2014b) estimates that around half of Roma children do not attend school. According to the Roma Education Fund, only 25.2% of Romani children enrol in primary education (compared to 96.9 % in the general population). In 2009 Amnesty International reported that an estimated 60% of Romani children in Montenegro were denied education[8]. In 2008, the Open Society Institute estimated enrolment rates among Roma in primary and secondary education at 25.7% and 1.5%, respectively, with 19.8% of Roma completing primary school (OSI, 2008). These figures are contradicted by the UNDP/ World Bank /EC survey which is in line with the CEDEM, in finding enrolment rates of 55% in compulsory education and 13% in upper-secondary education among Roma in Montenegro (OSCE/ODIHR, 2013).

Approximately one third of households receive free textbooks and school supplies. A small percentage use financial aid to pay for kindergarten (CEDEM, 2014b).

Unofficial estimates indicate that more than 20% of Romani pupils in Montenegro attend school in de facto segregated schools and classes. There are no qualified teachers of Romani origin. According to a report by the Youth Initiative for Human Rights (YIHR) in 2010, Romani children in Montenegro face discrimination within the school system (ERRC, 2013). As a result, many Romani children reportedly drop out of schooling.

3.2 Local Findings

This section chapter summarises local findings for Montenegro in terms of *needs*, *strengths* and *interests* under seven headings:

i. Family structure, socio-economic status and employment
ii. Parents' beliefs, values and expectations

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[8] See http://www.errc.org/cms/upload/file/ecprogress-montenegro-2010.pdf

iii. Roma children at home
iv. Roma children at school
v. Health literacy, health practices and the healthcare service
vi. Additional services
vii. Family literacy and related programmes

Longer overviews of these data, gathered and analysed by local teams of researchers, are included in Annex A of this report.

3.2.1 Data sources

In Podgorica, a number of local-level data gathering methods were employed:

- Observations and consultations with various Roma coordinators working on integration, support and education programmes in the local area. These coordinators work with: the Pedagogical Center of Montenegro (PCMNE), the Roma Education Fund (REF), and HELP (Hilfe zur Selbsthilfe e.V.), a German Relief Organisation.
- The HELP database. Researchers did not have direct access to this sensitive database, but coordinators from HELP generously shared some non-confidential information contained within the database.
- Consultations with REF Health Mediators.
- An interview with two REF facilitators, each with two years' experience working on literacy programmes.
- A focus group with 10 mothers living in the Montenegro settlement. All 10 women were between the ages of 30 and 40, and had lived in the camp since 1999. The focus group was held at the camp, and lasted approximately 45 minutes.
- Interviews with Roma mediators working for REF for the last three years.
- A focus group with 15 children aged 9-12 from the Konik settlement camp.

As detailed in the introduction to this Needs Analysis Report, the Montenegrin research team sought to investigate and categorise Roma-related needs, strengths and interests at the local level. These needs strengths and interests were investigated at three levels: the micro level (children themselves), the meso level (families), and the macro level (schools, other agencies and organisations, and the broader social, political and cultural context).

3.2.2 Family structure, socio-economic status & employment

Roma living in Konik Camp fled from Kosovo during and after the Kosovo War in 1999, seeking refuge in neighbouring Montenegro when their neutral status led to persecution and attack. As refugees, Roma from Kosovo tend to lack paperwork documenting their citizenship, which presents a range of problems, including limited access to healthcare and an inability to be legally employed.

While a small number of Podgorica Roma live in the community, the vast majority live in one of two settlement camps: one for longer-term settlers and one for newer arrivals. There are plans to merge the two camps into one, although this is problematic given that relations between the inhabitants of Camps 1 and 2 are very strained. Roma living in the community, while still generally very impoverished, tend to be significantly better off than camp-based Roma, primarily due to better housing and legal status.

For Roma who live in the settlement camps, housing conditions are very poor. In the camps, no homes have a water supply, and many do not have electricity. Space is extremely limited, and is allocated to the families based on the number of family members (at roughly three square metres per person). This is consistent with what is known about the living conditions of the Roma in Montenegro as a whole (see 3.1.3 above), the majority of whom live in segregated suburbs or inner-city ghettos. Living conditions within these suburbs are very poor and the settlements are overcrowded. They are often situated in areas that are polluted, flooded by sewage and/or near garbage dumps.

The unemployment rate among the Roma population in Montenegro is very high, with some figures indicating that 82% of legally resident Roma adults are unemployed, a proportion that rises if refugees and Internally Displaced Persons are included.

Roma families are multigenerational and patriarchal. Most Roma families in Podgorica consist of three generations. Local experts estimated that approximately one third of local families were two-generation, with the other two-thirds being three-generation. Families are large – most households include three or more children – and live together in extremely crowded conditions, often lacking even the most basic utilities and amenities.

Gender roles in Roma families are very clearly delineated. Males are dominant in the family and broader Roma community. The role of women is limited to the household, with a lack of voice or choice regarding even the most fundamental issues, such as family size. Women are in charge of food preparation, cleaning the household, and taking care of small children.

Needs

These headline findings point to a number of needs, including:

- More effective employment programmes and initiatives.
- Resolution of legal status issues. Lack of legal status leads to a number of negative effects across a broad range of areas, particularly employment and health
- Improved understanding of the important role that all family members can play in children's educational development.

- Reduced violence and crime within the camp.

<u>Strengths and interests</u>

Many Roma desire legal status and employment opportunities. Some Roma have economically useful skills, but are unable to translate this human capital into earnings. The multigenerational nature of most Roma homes is a potential strength, as is the high level of respect afforded to the elderly. In other countries, family literacy programmes have successfully incorporated grandparents; however, this requires that grandparents view education as important and see themselves as having the capacity to play a role in their grandchildren's academic development.

3.2.3 Parents' beliefs, values and expectations

Cultural values and beliefs

Most Podgorica Roma are Muslim. While families celebrate certain religious holidays, following local traditions, there are few if any examples of high levels of religious commitment, whether regarding religious practices or religious education. The holidays are perceived as special festive days within the community and are celebrated with music and meals.

Parenting practices

Parents face a number of barriers to quality parenting, including very poor living conditions and a large number of children per family, not to mention extremely limited economic resources that make anything beyond providing for children's immediate needs, e.g. eating and clothing, extremely difficult.

Education and learning-related beliefs, values and expectations

Roma parents generally have at most an elementary school education, and even in these cases they lack certificates or qualifications that could be shown to potential employers.

Generally speaking, parents do not view the education system as important for their children; nor do they tend to perceive themselves as important actors in their children's schooling. Parents therefore play a limited role in their children's education, whether ensuring that their children attend school regularly and show up on time, and in terms of supporting schoolwork.

According to coordinators, local Roma children typically receive virtually no help from parents or other family members with their homework. Children also received little if any support regarding the development of good learning habits. Coordinators observed that this is true even for parents who have (or at least claim to have) some formal education. Parent's expectations for their children tend to be low, and most parents are satisfied if their children complete elementary school.

The state has recently placed greater emphasis on encouraging better attendance by Roma pupils and there are some suggestions of an attitudinal shift among Roma parents. This includes greater acceptance of the Roma coordinators who are the main contact point between the families and schools. Parents are expected to bring their children to a meeting point to be taken to school, and where they fail to do so, Roma coordinators collect children from home to home.

The home learning environment for adults

Podgorica Roma, particularly those in camp, speak Romani and Albanian. They generally have limited expertise in Montenegrin, which negatively influences their capacity for employment and other forms of social participation. It also limits the capacity to manage their and others' health.

Roma coordinators interviewed for this study considered families' Home Learning Environments to be very poor, arguing that conditions for effective learning are absent. Within the camp, there are no books or newspapers in homes and only a small number of families own a television.

Most organisations supporting the Roma camp in Podgorica have focused solely on humanitarian issues, with little if any support provided for education or training initiatives. There has typically been very little formal learning in the camp, although the Red Cross used to provide Health Workshops for adults and children. One current initiative provides informal education for women (see Annex A).

Needs

These headline findings point to a number of needs. One particularly important requirement is to change attitudes towards education, both in terms of its potential to improve children's lives, and in terms of parents' responsibilities in supporting their child's academic development. More generally, a broader cultural shift is required, wherein not just parents but all adults see themselves as positively influencing children's learning. Adults also need of a better understanding of general parenting practices, e.g. with regard to constructive discipline.

In terms of gender relations, there was a strong need for greater female empowerment. This builds on a potential strength: mothers' relatively greater involvement in their children's development and education, as compared to the minimal involvement of fathers. The availability of grandparents could also be built upon, giving suitable attitudinal changes. Whether these changes are feasible is open to debate.

Strengths

There is some evidence of success in projects which seek to motivate mothers to be more involved in and committed to their children's education. There has also been some success in programmes aimed at improving women's literacy and numeracy.

However, there is still extensive need for much greater improvements in these areas, as well as then the Montenegrin language, both for males and females. Roma coordinators suggested that grandmothers may serve as a "strong starting point" for family literacy programmes.

3.2.4 Roma children at home

Children's roles and responsibilities

According to Roma mediators, most children engage in some form of informal paid labour. Children aged 6-12 engage in the daily collection of metal, aluminium and paper, and try to sell these materials to adults, who then resell the materials to specialised firms. Children earn only a very small amount of money from this activity, and generally spend it on treats, although occasionally their earnings are used to purchase bread and other groceries for the family. Roma mediators generally feel that this work does not negatively impact children's schooling; nor do children appear to skip classes to do it. During the school summer holidays, older children work on plantations and vineyards around the city, alongside their parents.

In the household, girls are kept busy with home chores, including babysitting and cleaning. Males are not expected to help out around the house, whether in childhood or adulthood.

The domestic environment

In the camp, Roma families live in homes made of containers. These homes are small – generally 3m x 6m – and have no toilets. The small size of homes and the generally large size of Roma families mean that there is no space for reading and learning. What little space there is must serve multiple purposes: eating, lounging, hosting visitors and sleeping. Because relatives, friends and neighbours visit throughout the day, rooms serve as social meeting points, leaving children without time or space to read or do homework. Children tend to spend their free time in unorganised play until dark, devoting little if any time to homework or informal learning activities

The home learning environment for children

At home, children speak either Romani or Albanian (the official minority language of Montenegro). While all children are reported to speak Montenegrin, coordinators estimate that fewer than 5% of children have mastered formal Montenegrin, limiting their capacity to succeed at school.

Roma coordinators linked the low literacy skills of children in part to the lack of written documents in the home, emphasising that no Konik camp Roma homes have reading materials within them (in any language). When asked for their opinions about their literacy and language skills, young Roma children (first and second graders)

said that their skills were "not that bad" compared to their schoolmates, but that they do not read in their free time – primarily because they do not have anything to read.

However, in the last two years, the general literacy levels of Roma camp children have reportedly improved, with the closure of the segregated camp school. The integrated school camp children now attend has much greater resources, better trained staff and higher expectations for all pupils.

Needs

Local Roma children have an overwhelming need for spaces in the home or community which are dedicated to homework, reading and other forms of learning. It is difficult to see how such spaces could be created in cramped family homes, at least so long as Roma remain in camp. However, there are several NGOs working to support the Roma population, and these organisations recognise the importance of creating learning-friendly environments. It may be the case that learning spaces could be created somewhere in the camp. This would require something of a culture shift for the local Roma population, who do not tend to recognise the importance of quality learning spaces and dedicated time for learning outside school. Perhaps even more importantly, there is a strong need for a better overall attitude towards reading as an everyday practice. Local Roma homes are currently book-free zones; if possible, this needs to change. As it currently stands, children have almost no access to books or other reading materials once they leave school grounds. The European Union High Level Group on Literacy has argued that the first precondition for improving the literacy of disadvantaged groups is creating a more literate environment, both in the community and in the home. There is perhaps no other group for whom this is more necessary than the Roma.

More generally, there is a need to fully eliminate begging by children. There is also a need for better parenting practices. Children would benefit if parents would adopt the sorts of constructive discipline practices generally found in the Podgorica schools. Parents and children would benefit from greater expertise in Montenegrin. This would improve children's performance in school, and would enable parents to engage with the school system with much greater confidence. It would also enable parents to help their children with their homework and other forms of learning. Roma mediators would also benefit from improved Montenegrin language skills.

Strengths

These are not unachievable tasks. It is widely recognised that most Roma are highly capable learners of the official language when they approach language and literacy initiatives seriously. Children in the Roma camp are known for their strong work ethic and enthusiasm for a range of activities. Girls are dedicated to their household roles and responsibilities.

Interests

Girls and boys unlike feel a strong sense of belonging to the Roma community, and pride in their community. Roma children are interested in anything related to Roma culture, and coordinators report that they are happy to work with non-Roma peers in the local schools.

3.2.5 Roma children at school

Children's academic interests

Children in the focus group expressed particular enthusiasm about subjects that allow them to express themselves physically or creatively, such as physical education, musical education and arts. Children were also interested in animals, nature, dance, folklore related themes and sports. All 15 children said that they wished that these themes were covered more within their classes.

When prompted for their opinions, children expressed little interest in language and maths. Several children said that they hated mathematics. Perhaps not surprisingly, the children's maths skills are below the expected levels, according to Roma coordinators. However, there is evidence of good functional, "real world" numeracy skills – for example, working out how much change they should expect from a purchase. This is likely due to the children's informal engagement in the labour market. Roma children expressed interest in storytelling, particularly with regard to listening to stories being narrated. They also said that they found poems and songs interesting. There was, however, a lack of interest in writing.

Roma children said they particularly enjoyed local school field trips to institutions near the school, and informal activities such as theatre plays. Leaving their habitual environment in and near the camp seems to be a great motivator for them, giving them a chance to learn about things they are not familiar with. However, Roma children are generally unable to participate in more ambitious – and costly – field trips[9]. For example, there is a programme known as "School goes to nature". This programme runs once a year and cost about 70 Euros, which is far beyond the means of local Roma families.

School routine

Roma children and mediators reported that there are great difficulties accepting school regime, discipline and routine. Things such as waking up early, attending all classes, homework are perceived as burdens by the Roma children, and they are not sufficiently supported in these tasks by their parents.

Educational ambitions and expectations

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[9] For example, there is a programme known as "School goes to nature". This programme runs once a year and cost about 70 Euros, which is far beyond the means of local Roma families.

The focus group revealed a lack of correlation, in children's minds, between education and professional employment. Local Roma children generally do not see education as an important stepping stone to good employment and a better life.

Parents generally view the achievement of basic literacy and numeracy as sufficient, and do not see the benefits of greater academic achievements. Some parents pull female children out of school at the age of 13 or 14, when, according to the parents, it is time to get married. However, there are some isolated examples of children who have stood up for their right to be educated; these children's ambitions led to them becoming community role models, who many Roma children admire.

Peer relations

Roma children reported enjoying the social aspect of school, and generally had sociable relationships with their non-Roma peers.

Factor supporting or hindering attainment

Local Roma children tend to perform poorly in school. Even the highest achieving camp pupils receive only average grades at best, and coordinators say that there are currently no examples of pupils who are doing particularly well at school.

Roma coordinators report a number of barriers for educational success. The most significant barrier is the lack of decent living conditions. This lack manifests itself in a variety of ways, including malnourishment, lack of space, and lack of adequate learning materials. Language is also cited as an important factor.

Roma mediators do help to support children's educational success, as do various NGOs. Some school initiatives have also played a role in encouraging Roma attainment. School psychologists and pedagogues now meet with Roma mediators to discuss particular problems faced by Roma children. The aim is for problems to be addressed in the community and at homes, rather than just at school. These meetings happen on a weekly basis.

Within the curriculum, there are no particular topics or sections devoted to Roma culture, though there are sporadic mentions of the Roma. Explicit curricular attention to Roma culture occurs only when pupils and teacher prepare presentations or plays for the Diversity or Roma days.

Support received from teachers and other school staff

In Podgorica's six integrated schools, the support from teachers is perceived by Roma coordinators and Roma mediators as excellent. According to Roma programme coordinators, all six local schools are ready and willing to engage in the process of support and integration. These schools have met with Ministry officials and have promised full support. An essential initial step in this process was when the Ministry closed the camp school, which was 100% Roma. This school was rightly

viewed as an educational ghetto, and a barrier to Roma integration and achievement.

Roma mediators spoke positively about the local schools and staff. Mediators were especially complimentary about school efforts to cooperate with them. REF recently organised a visit of principals and pedagogues and psychologists to the camp so that the staff members could better understand the lives of their Roma pupils.

Most school staff have received education and training focused on helping them work better with vulnerable groups, including Roma. This training, which is part of their Continuing Professional Development, includes anti-bias training and gives practical guidance regarding inclusion strategies. Teachers are reported to show high levels of initiative themselves; for example, they sometimes collect money from parents' associations to address issues such as buying shoes for Roma students.

Roma staff in schools

While no Roma staff are currently employed by the schools, there is a Ministry initiative that would employ Roma mediators as specialists and external associates, with fixed salaries and precise tasks prescribed by law. This would, in effect, formalise the role of Roma mediators. Roma mediators are not teaching assistants and no longer spend time in classrooms – their current role is to facilitate children's attendance and to closely work with family members to raise awareness of the importance of education. Mediators themselves do not tend to be well educated; for example, none have a faculty diploma, i.e. a Bachelor's degree. Mediators themselves argue that they need more particular training and skills to improve the work they do with children.

Parental engagement strategies

According to local REF facilitators, there are no school-led parental engagement programmes; nor are there strategies for connecting parents with children in the process of learning.

However, Roma mediators, together with their Roma coordinator, have organised parental meetings, to provide them with information about working of the school, their children's duties, etc.

Needs

While Roma pupils tend to show a great deal of enthusiasm for some aspects of school – e.g. subjects which allow them to express themselves physically or creatively – they are not sufficiently engaged in key subjects such as language and maths. There is a strong need to strengthen interest in these subjects. However, there are a number of barriers to increased engagement and achievement. In particular, pupils suffer from their poor living conditions, which, among other things, denies them space in which to do homework or engage in informal learning. There is

also a lack of constructive discipline and routine in most children's home lives – what has been called "good at home parenting" (Desforges and Abouchaar, 2003).

Strengths

The local Roma pupils face many barriers to improved educational achievement, but there are a number of strengths that could potentially be built upon. Roma pupils are enthusiastic about a number of subjects, including physical education, musical education and arts. They are also enthusiastic about animals, nature, dance, folklore related themes, storytelling and sports. Roma pupils feel that they have good relations with their non-Roma peers. The demise of segregated education has had a very positive impact on Roma students. There is general consensus that overall teaching quality is high, as is the willingness of teachers to understand and engage with Roma pupils. There is also the impression that children do not feel alienated from school; it is just that they are not as engaged as they should be, particularly when they are off school grounds. Roma mediators play an important and respected role, providing a bridge between home and school lives. Their impact could be increased with additional training in pedagogical matters. Recent efforts to broker meetings between parents and school could help parents to become more actively engaged in their children's education.

3.2.6 Health literacy, health practices and the healthcare service

Information on parental and family health was collected through three methods: 1) consultation with Health Mediators working for the REF; 2) consultation with staff at HELP, drawing on data from 2013 research on the health practices of the Roma population; and 3) a focus group with 10 mothers living in the Montenegro settlement.

Health practices, beliefs and attitudes

Health mediators indicate that there is very limited health literacy amongst the local Roma population. This manifests itself in limited awareness of health issues, and in poor health practices. Health mediators agree that there is a significant need for awareness-raising, and that the fact that parents do not provide good examples of health consciousness compounds the difficulties experienced in giving health messages to children.

Access to and use of healthcare services

Use of health services by Roma adults is low: according to the HELP database, only 7% of the local Roma population is registered with a local doctor. A primary driver of this may be legal reasons: because of their lack of citizenship or resident status, most Roma do not have national health cards, and thus do not have access to the formal health care system. Instead, as displaced persons, they receive hygiene

parcels. Contact between families and the healthcare service is driven by the work of two trained health coordinators.

In their focus group, Roma mothers emphasised the healthcare challenges they face, particularly with regard to access to services. Lack of legal status was cited as a primary barrier, but lack of knowledge about how the system works is also a problem, as are financial barriers such as doctors' fees and prescription costs. Among Roma women who have a national health card, 99% are registered with a gynaecologist, even though most of these women are not registered with a general medical practitioner.

Children generally have better health care access than their parents, as all children enrolled in school are eligible to use healthcare services. Children also experience fewer systemic barriers, as doctors are flexible.

A number of international NGOs have played a central role in supporting the health of the Roma population. The German humanitarian organisation HELP, besides creating a health database, provide support to the Roma community – for example, teaching the community how to get medical help, and how to follow procedures when going to see doctors. Some other Montenegrin NGOs help the community by bringing doctors to the camp in order to provide additional medical check-ups.

Once Roma families have obtained legal status and are registered with the healthcare system, they are eligible for a range of healthcare services, including primary health care, specialist treatment and hospitalization. Those who are not registered receive only a basic hygiene parcel from the humanitarian organisations, but are eligible for emergency services, such as ambulances and emergency room visits.

Links between healthcare, education and other services

Communication between NGOs such as HELP, REF and the Danish Legal Centre supports the linking up of education and health services.

As for Montenegrin state agencies, there are no official policies linking health and education, but there is some basic coordination among representatives from the health and education sectors. This coordination focuses on ensuring that children have the appropriate medical procedures before enrolling in school, and during their school career.

Needs

The most important issue impacting on the health of the local Roma population in Montenegro is their lack of legal status. However, this is compounded by numerous problems regarding health literacy. These include functional matters such as awareness of how to register and access available services, and the benefits of doing so, as well as a lack of understanding of healthy practices and lifestyles. From

a community perspective, local Roma would benefit from greater access to health services if health centre procedures were simplified.

<u>Strengths</u>

Roma children who are enrolled in schools are eligible to access health care services. There is also a notable willingness of local medical professionals to help Roma children, even in the absence of appropriate paperwork or procedures. A good range of support is provided by local and international NGOs.

3.2.7 Additional services

Local NGOs

2013 saw the establishment of the first local (camp-based) Roma NGO. Named "Council of The Camp 1", the establishment of this NGO was facilitated by Roma Education Fund. This NGO is staffed with ten people from the community, who are currently being trained in proposal writing and similar skills.

There are a couple of local NGOs based in Podgorica and Niksic. These NGOs include staff from the Roma community. There is also a coalition of Roma NGOs, the "Roma Circle", which supports the Roma population through various initiatives, such as providing material help to Roma students.

3.2.8 Family literacy and related programmes

Adult literacy initiatives

Two REF facilitators with direct experience of literacy programmes were interviewed about adult and intergenerational literacy initiatives. These facilitators provided an overview of a programme that began in April 2013 and on which approximately 100 Roma women have participated to date. This has been the camp's only adult literacy initiative. Programme participants can be divided into two groups: older women (around 80 in total), 95% of whom were judged to be "completely illiterate", and younger women (around 20 in total), who had better literacy skills, and who had, on average, completed four years of primary school. The programme has been deemed successful in a number of ways. In particular, 80% of the older participants improved their reading skills and passed a reading test designed at the end of the programme.

Results for the younger group were deemed excellent by the REF facilitators. Because the women in this group had some previous knowledge and skills, the programme was able to use techniques such as dictation writing, retelling, creating stories according to pictures, free writing, and functional writing, e.g. form-filling, women in this group worked on various forms, including receipts and bank statements.

In partnership with the German relief organisation HELP, the REF was planning to launch a second phase of this adult literacy project in late summer or early autumn 2014.

Child literacy initiatives

Local schools do not have a tradition of specific literacy initiatives, but have recently implemented additional classes targeted at Roma children in the first years of elementary school. The primary aim of these schoolteacher-led classes is to empower young Roma by improving their early literacy skills. Teachers and Roma mediators have organised student volunteers to help Roma children with reading, writing and general homework. This help is provided in dedicated premises. All children have portfolios, to help their teachers learn more about their progress.

Children's views on a family literacy programme

Children in the focus group were interested in the idea of a family literacy programme. Some children, especially the girls, suggested that such a programme should be rigorous, formal and school-like, with strict exercises and worksheets. These girls suggested that enjoyable, light-hearted activities would be a distraction from the process of learning how to read and write better.

When asked about the idea of having grandparents involved in some of the activities, children were pleasantly surprised at the possibility – primarily because Roma grandparents are not traditionally involved in children's education or in learning activities of their own.

Both children and parents prefer to be taught by women rather than men. Because Roma mothers and fathers would not accept a mixed-gender class (in terms of adults), classes would need to include either mothers/grandmothers or fathers. It would not be culturally feasible to include mothers and fathers, for example.

Needs

Coordinators expressed a need for more adult literacy initiatives within the camp; such initiatives could be incorporated into family literacy programmes.

Strengths

Thus far, there has been one adult literacy initiative in the camp; mothers participated in this initiatives have made important gains that could be built upon. Programme developers could also build on the desire amongst some Roma children to improve their literacy and language skills.

A family literacy initiative would complement other programmes, such as a student volunteering scheme.

Interests

Coordinators report that Roma children are willing to become engaged in various guided activities, and would welcome the involvement of their grandmothers.

4. Romania

4.1 National data

Romania has the largest population of Roma people in Europe, with an official count at the 2011 Census of 621,600Roma, representing 3.3% of the population[10]. Unofficial estimations range from 1,800,000 to 2,500,000, or 8.3% to 11.5% of the population (Roma Education Fund, 2007). The Roma population is much younger than the majority population: 34% are children below 14 years, compared to 19.2% in whole population (CASPIS, 2002).

As Roth and Moisa (2011) summarise, "the poverty rate for Roma people in Romania is almost three times the national average (CASPIS, 2002) and has worsened following the collapse of communism. After the political shift in 1989, Roma were the first to lose their jobs, and also their accommodation. Many moved to marginal and often overcrowded neighbourhoods and to ethnically compact settlements, where Pantea (2007) observed the 're-traditionalisation' of the Roma population (submission of women to men, early marriage for girls, child labour). Many lack identity and property papers, so that neither adults nor children can benefit from different forms of social protection, thereby deepening their relative disadvantage compared to the majority population (Rat, 2006). For many Roma, the only constant sources of income are child allowances and social benefits (CASPIS, 2002)."

4.1.1 Employment

For many Roma employment is within the grey economy: families make a living by gather mushrooms, berries, making baskets and brooms and selling them to locals. (Jigău et al, 2002). From a young age, the children learn from their parents how to make baskets and brooms (Jigău et al, 2002: p. 221). Families would like to get land from the local council where the family can grow their own crops (Jigău et al, 2002).

The main occupation in Pata Rat is collecting recyclable materials from the waste platform of the city (Cace & Marginean, 2002: p. 16). Children work side by side with their parents collecting recyclable waste at the dump site ("rampa de gunoi") of the city of Cluj Napoca (Cace & Marginean, 2002: p. 4).

4.1.2 Housing

Roma households in Romania are characterised by poverty: "we live here with the children. We also have grandchildren. There are 11 of us in this house. We don't have windows. We have two rooms and the kitchen. This is where a girl and four kids stay, and we stay in the other one. We send the kids to school hungry, and they come back hungry. We work by the day, and the money we make [pays for what] we

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[10] See http://www.insse.ro/cms/files/statistici/comunicate/RPL/RPL%20_rezultate%20definitive_e.pdf

eat in the evening… we eat once a day… They go to school hungry. If we find mushrooms, I don't have anything to cook them on" (Jigău et al, 2002: p. 222).

Romani is not spoken much at home, but taught in school; some Roma parents speak Romani (Jigău et al, 2002).

4.1.3 Health

There are four generations living under the same roof and very poor health conditions due to poor hygiene and proximity to toxic waste: anemia, malnutrition, rachitis, respiratory diseases etc. (Cace & Marginean, 2002: p. 16-17). In summertime, the children (along with their parents) sleep on the dump site to be the first to collect the garbage as the trucks unload them in the morning (Cace & Marginean, 2002: p. 26). The children are in danger of getting hit by the trucks (Cace & Marginean, 2002: p. 30)

4.1.4 Education

Pre-primary education

In Romania, children have the right to be educated in their mother tongue; minorities also have the right to learn about their minority history and traditions. The "National Action Plan for Roma Integration"[11] includes objectives for Roma preschool enrolment and material support, for the inclusion of Roma culture and heritage in the curricula, and a commitment to promote the involvement of school mediators. The Romanian Strategy for the Improvement of the Condition of the Roma (OSI, 2007), adopted in 2001 and modified in 2006, is the main government document that addresses the situation of the Roma: social inclusion is measured in six domains, including child protection and education. In Romania, the Department Policies for Minorities, and the Relations with Parliament Department, deal with a wide range of minority-related issues including the provision of protection and educational support for Roma students. Matache and Ionescu (2010) report that the most important pieces of legislation are: (i) the prohibition of segregated education; (ii) adding Romani and Rom history to the preschool curricula, and (iii) food subsidies for disadvantaged children.

The 2011 UNDP/World Bank/EC survey of Roma households and the households of their non-Roma neighbours, reported that:

- Enrolment in preschool of Roma children was low: 37% of 3-5 year olds Roma children were enrolled compared to a national average of 77%.
- Completion of upper secondary education of Roma was very low indeed – 12% of males and 6% females (representing the lowest proportions in the five countries surveyed).

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[11] See http://www.romadecade.org/cms/upload/file/9296_file37_education-en.pdf

- Conversely Romania had the lowest rates for individuals aged 10-19 having attended special schools for children with special educational need: 1.8% of individuals in this age group reported having attended a special school in the past.
- 73% of Roma households were within walking distance of a kindergarten.
- 43% of Roma children attended preschools located within Roma settlements and 46% attended all-Roma preschools; however, four out of five Roma children in Romania receive instruction in the majority language.
- The average household expenditure on preschool was 7.50 Euro per month and children were required to bring food with them. Cost was cited as a barrier to attendance by respondents, although around a quarter of respondents said that having a Roma teacher or mediator in the school would influence their attendance.
- Primary caregivers almost all agreed that Roma children feel welcomed in preschool; the rate of dissatisfaction with preschool is around 20%.
- Roma children in Romania lack access to reading materials in the home: over half of Roma children lived in homes with no access to books.
- Only 17% of Roma children in Romania were read to; 19% of parents engaged in drawing or painting with their children, and 12% taught letters or counting to their children.

The survey collected information on five learning and two socio-emotional outcomes for all children aged 3-6 as reported by the primary caregiver. Preschool enrolment was associated with significant and large improvements in cognitive outcomes. Preschool attendance in childhood was associated with a significantly lower probability of receiving social assistance.

	Roma	Non-Roma
Can he/she identify/name at least ten letters of the alphabet?	26%	74%
Can he/she read at least four simple, popular words?	12%	47%
Can he/she write his/her own name?	14%	53%
Can he/she understand simple sentences in the national/regional language?	82%	84%
Does he/she recognize the symbols for numbers 1 to 10?	49%	79%
Does he/she show confidence in self?;	88%	89%
Does he/she get along well with other children?	93%	95%
N=	137	24

The association between preschool attendance and cognitive gains for Roma children in Romania is positive but not significant. Past preschool attendance among

caregivers is also positively associated with preschool enrolment of children in their care today in Romania.

School attainment

Needs

There is direct ethnic discrimination of Roma children, with children placed in segregated schools, which have a very poor infrastructure, a shortage of basic school materials, high numbers of unqualified teachers, and a high number of teachers commuting to school from outside the local area. This results in the systemic discrimination of Roma children in education (Duminică & Ivasiuc, 2010). There is a need both for better strategic planning for local needs and better data collection (Duminică & Ivasiuc, 2010).

Among the barriers to school attainment are poverty, children's engagement in agricultural work and in household chores, parents' migration for work, and parents' low education. This is augmented by a lack of understanding from some teachers about the living conditions of Roma children ("School is good, but some teachers are very stubborn. I have two kids in grade 1, and they get sent home if they don't have copybooks") (Jigău et al, 2002: p. 222). There is also a discrepancy between children's expectations regarding the number of grades they want to complete and their job ambitions (Cace & Marginean, 2002: p. 38).

Preschool participation of Roma children is twice as low in (hetero -or self-identified) Roma families where Romani is spoken compared to families where Romani is not spoken. Primary school participation is 2.5 times lower among children who come from families where Romani is spoken as compared to families where Romani is not spoken. Lack of trust in school is more likely to be found in self-identified Roma families where Romani is spoken (Jigău et al, 2002).

Some Roma parents (especially those who do not use Romani at home) insist that the children should learn Romanian properly, and that they need not learn Romani.

Strengths

A lower percentage of parents think that education is not valuable than is generally perceived to be the case; nor is early marriage as major a cause of school drop-out as it is widely held to be (Duminică & Ivasiuc, 2010). School drop out can be prevented where schools initiate discussions with the parents/ families or pay visits to the children's homes (Jigău et al, 2002).

Interests

Attainment can be improved where examples of educationally-successful Roma individuals are used as role models (Duminică & Ivasiuc, 2010). Parents interviewed for one study felt that schools should offer vocational training to the children; e.g.

electives in which the children aged 13-14 would learn the traditional trades of their community. There was also interest in extracurricular activities (e.g. trips, visits) but the parents' financial situation and the fact that a number of teachers commute to work prevents the school from offering these (Jigău et al, 2002).

Peer relations

Needs

The Roma youth perceived their non-Roma peers' racist manifestations especially from non-Roma parents of their peers (Roma Community Resource Centre, 2011: p.12). Non-Roma peers would use racist language when addressing Roma youth, while teachers would be more subtle in offending them on account of their ethnicity. (p.148)

Strengths

Interactions among Roma and non-Roma children in the classroom and in non-academic contexts are marked by the school ethos and the characteristics of the community. In rural schools, interactions are described as "natural", "non-problematic" etc. Conflicts are associated with internal stratifications within the Roma community and the children's family background (especially economic status) (Ulrich, 2009: p. 38).

Parental attitudes to education

Needs

There is a need for schools where Roma and non-Roma children learn together: "for most of the Roma parents, a special school for Roma children, with teachers from the Roma community, with a different provision, would be a source of discrimination and a violation of equality in education" (Jigău et al, 2002: p. 88).

Among poor Roma families there is a lack of interest for education or rather participation with an "interest" (conformist, formal, maybe due to the immediate material gains, without true engagement and major efforts). In the "good" schools and in poor urban communities there is motivation for learning for the sake of learning (Dobrică, & Jderu, 2005). Among richer Roma families there are cultural barriers (rich Roma people are often also traditional) especially for girls, who need not be "above" males, need not make money, and need to be protected from contact with Romanian boys. Once these barriers are overcome, they go to school, but often give up early as there is not enough motivation for a longer term education. The rich families in mixed communities which are often not traditional have a different attitude to education, and their children are the beneficiaries of affirmative actions (Dobrică, & Jderu, 2005).

There are a number of motivations for parents to send their children to school. For poorer Roma families there are immediate benefits including food (rolls and milk), cash payments, child allowance (which is conditioned by school participation); children have a good time there playing football, participating in interactive learning, the perspective of getting a job (which does not require high qualifications) (Dobrică, & Jderu, 2005).

Strengths

Studies cite examples of parents who value education: one mother said, "if you study, you will benefit", "The children would find a job". A father interviewed about his son said, "It certainly will be better if he goes to school … without an education you cannot find a job. School is very good…" (Jigău et al, 2002: p.220).

Interests

Models of better teacher-student and student-student relations may encourage Roma children to attend schools. Roma children should feel the satisfaction of having good results in school (Jigău et al, 2002: p. 220).

Roma parents would like better education for their children, and more caring teachers who teach their children the basic skills (Jigău et al, 2002: p. 221).

Educational ambitions of children

Needs

One study interviewed young Roma people who were the beneficiaries of scholarship (financial support and mentoring) in upper secondary education. They stated that they became independent at an early age and often felt lonely because their parents were absent (Roma Community Resource Centre, 2011: p.139). For a number of these youth their secondary school years meant multiple responsibilities; school, housework, taking care of relatives, work to contribute to the family's income (Roma Community Resource Centre, 2011: p. 140, p. 143, p. 145).

In marriage, patriarchal relations dominate (Roma Community Resource Centre, 2011: p. 142). Young Roma men do not have responsibilities in the home – they work for money, while the girls do the housework, and care for the family members' wellbeing (Cit6, p.144). The young Roma who make it to secondary school come from families that are perceived to be non-typical (Roma Community Resource Centre, 2011: p. 147).

According to the youth, the following are barriers to education: poverty, the parents' lack of education or low education, the Roma children's need to work, the need to start a family, marriage, having a baby, financial difficulties (Roma Community Resource Centre, 2011: p.136-137, p. 141, p. 146)

Strengths

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The youth were supported by mentors who were in fact their teachers; the youth perceived their mentor's support as essential in preventing them from dropping out of school. (Roma Community Resource Centre, 2011: p. 147)

Interests

The youth stated that they wanted to have a job, a better and more respectable life, in which they did not need to do hard physical work (Roma Community Resource Centre, 2011: p.137, p. 140). The young Roma people in the programme wanted to buy books, school materials etc for school (Roma Community Resource Centre, 2011: p. 145). Their biggest hope was to pass the baccalaureate examination and to continue to higher education (Roma Community Resource Centre, 2011: p. 146)

Some parents are interested in children learning Romani at school, some not; both parents and children interested in the children studying Roma history and traditions at school.

School teachers/mediators

Needs

The conditions in which schools can benefit from the services of a school mediator should be clearly set and the position should be budgeted for: the current position of Roma school mediators is insufficiently sustainable (Duminică & Ivasiuc, 2010). A recent report from Save the Children study states that 7% of children report they are beaten by teachers, 33% that they are hurt, and 86% that they are reprimanded when they do something wrong. In the case of Roma children, 14% state that they are beaten by teachers compared to 6% of non-Roma children (Save the Children, 2013: p. 32).

Strengths

The presence of Roma mediators in schools can make children feel there is someone there to protect their interests in conflicts that arise due to discrimination. The Roma mediators bring added value to the Roma communities and they often do much more than their job requires them to do (Duminică & Ivasiuc, 2010). 395 school mediators were trained in the PHARE (EU-funded) projects, and 268 were hired, 68% of whom work in disadvantaged communities. 113 young Roma were trained to become Roma teachers in the PHARE programme (Ulrich, 2009: p. 31). An impact study of the schools included in the Ministry of Education's PHARE programme found that students consistently appreciate teachers' humour, their understanding, the teachers' calm and their efforts to teach in a manner that helps the students understand. The students also indicated – in informal discussions with the researcher and in drawings – the punitive measures that teachers use to discipline students (Ulrich, 2009).

Interests

Roma mediators can be a real asset for the entire community as they have access to information through the network of Roma school mediators they are connected to; however, teachers should also take an interest in the Roma community and should not rely exclusively on the school mediator, whose position is not always the most respected in schools (Duminică & Ivasiuc, 2010).

4.2 Local Findings

This section summarises local findings for Romania in terms of *needs*, *strengths* and *interests* under seven headings:

  i.   Family structure, socio-economic status and employment
 ii.   Parents' beliefs, values and expectations
iii.   Roma children at home
 iv.   Roma children at school
  v.   Health literacy, health practices and the healthcare service
 vi.   Additional services
vii.   Family literacy and related programmes

Longer overviews of these data, gathered and analysed by local teams of researchers, are included in Annex A of this report.

4.2.1 Data sources

In Cluj, a number of local-level data gathering methods were employed:

- A focus group with eight adults: five parents, two grandparents and one uncle.
- A focus group with 11 children from two local schools (Iorga School and Darjan School); children ranged in age from 6 to 11, i.e. Reception to Year 4
- Focus groups with staff at Iorga and Darjan schools. One focus group consisted of 10 staff at Iorga School, including one Roma; the second focus group consisted of eight staff at Darjan School, four of whom were Roma.
- Interviews with doctors in two neighbourhoods populated by Roma families.
- An interview with a school inspector for Roma and a Roma expert; the school inspector in charge of Roma issues was not of Roma ethnicity; the Roma expert was.

As detailed in the introduction to this Needs Analysis Report, the Romanian research team sought to investigate and categorise Roma-related needs, strengths and interests at the local level. These needs strengths and interests were investigated at three levels: the micro level (children themselves), the meso level (families), and the macro level (schools, other agencies and organisations, and the broader social, political and cultural context).

4.2.2 Family structure, socio-economic status & employment

There is variety among the local Roma communities in terms of employment. In some families both adults work. In others, no one has a job, meaning the families are reliant on state social support. Where one adult in the family works, it is usually the father. Some members of the local Roma community go to work in other countries, sending money back to their family.

4.2.3 Parents' beliefs, values and expectations

Cultural values and beliefs

Roma tend to be devoted to their families, and to value their children highly. Parents want their children to have better and easier lives than they themselves have had, and some parents understand that this means getting a good education, which could lead to a good job.

Education and learning-related beliefs, values and expectations

Roma adults reported that they had very low levels of formal education levels. Of the eight adults in our focus group, four completed Grade 4 of elementary school, two completed the first six years of school, one completed 9 years, and one did not provide information. It is very rare for local Roma to complete secondary school.

While most local Roma children attend classes through primary and middle school, attendance may not be enforced as strictly as in non-Roma households. Some parents feel that education is the child's responsibility[12].

Amongst adults, it is generally only females who come in contact with the education system. Mothers (and sometimes grandmothers or elder sisters) are considered the primary link between home and school. In rare cases, a father or other male adult, such as an uncle, will have some contact with the school. Children do typically engage in learning at home, and many parents help their children with homework.

General parenting practices

According to focus group participants, families typically pass their time chatting, doing household chores such as cooking and cleaning, playing, going out and going to church.

In general, parents feel that their children are well behaved. When children are not well behaved, parents explain what is wrong with the behaviour and encourage them to do better.

The home learning environment

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[12] For example, one parent suggested that it was up to children to decide if they wanted to complete secondary school or not.

While all families speak Romanian, not all speak Romani. Amongst dual language families, both languages are spoken at home, but children tend to speak more Romanian then Romani.

Some parents reported reading to their children (two families said they did not). As in other countries and cultures, parents are more likely to read to their children when the children are young. In one family, the father was the most likely parent to read to the children.

Local doctors said that most Roma families do not have books at home, and that children love playing with colouring books when they came to the local surgery.

Needs

- While some parents reported reading to their children, local doctors said that most families did not have books in the home.

Strengths

- Children do typically engage in learning at home, and many parents help their children with homework. However, these parents tend to be poorly educated themselves, and may not be able to provide sufficient help.

Interests

- Local Roma parents generally want their children to do well in school, so they can have better lives.
- Engagement with the school system is highly gendered: generally only adult females come in contact with teachers and other school staff.

4.2.4 Roma children at home

Children's roles and responsibilities

Children reported helping their parents at home via a range of typical chores, including (amongst girls) washing dishes, helping clean the house and helping with shopping. No children spoke of engaging in paid labour. Data from parents supports these findings.

The domestic environment

Most children said they had a place to do homework, and most parents agreed with this. However, when children were prompted to say more about the space available to them, it became clear that this was often a shared location within a crowded home, rather than a dedicated space for learning. Almost all of the children interviewed said their parents – mothers in particular – helped them with homework.

The home learning environment for children

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Most children speak Romanian at school and at home. Only one of the 11 children was learning Romani in school. All children in the focus group said that they liked to read, both at school and at home. Parents said that they did read to their children, or had read to them when they were younger. In one family, it was the father who did the reading. However, according to a local doctor, most Roma families do not have books in the home.

4.2.5 Roma children at school

Children's academic interests

Children said they enjoyed being in school, because they "learn new things and become smarter". Their interests they cited included maths, reading, English, environmental education, painting and playing games.

Peer relations

According to educators and children themselves, Roma children get along with their non-Roma peers inside and outside school; much more so than adults of different ethnic and social backgrounds.

Support received from teachers and other school staff

Educators said that while there were no special programmes for Roma children, they receive the same support as all other socio-economically disadvantaged children[13].

In terms of curriculum, Year 4 History lessons include information about Romani culture and civilisation. There is also an elective course entitled Multicultural Education, but this is not offered every year.

Roma children get along with their non-Roma peers inside and outside school. While there are no special programmes for Roma children, they receive the same support as all other disadvantaged children.

Strengths

Roma children get along with their non-Roma peers inside and outside school. While there are no special programmes for Roma children, they receive the same support as all other disadvantaged children.

In terms of curriculum, Year 4 History lessons include information about Romani culture and civilization. There are a number of extracurricular programmes targeted at Roma children.

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[13] Romania's Law of Education uses the terms "disadvantaged" and "disfavoured" interchangeably but it does not include a definition of these terms.

4.2.6 Health literacy, health practices and the healthcare service

Health practices, beliefs and attitudes

In focus group interviews, Roma adults said they believed it is important for people to be healthy. Some adults do not have health insurance; in some cases, this is because they do not have the required legal papers. However, their children are able to access the healthcare system through the school.

On the whole, children were unable to explain why health is important. For example, only four of 11 children knew why they should wash their hands before eating. However, children consider health to be important, and reported good routine health practices – e.g., even though they did not know why they were washing their hands before eating, they generally did it.

Links between healthcare, education and other services

Local schools cooperate with a range of organisations, including the County Office for Social Service and Child Protection, the Castel Banffy volunteer association, Pro Roma, Association Action for Romania, Diaconia Association, and the Cluj Town Hall. According to some educators, these collaborations work "very well".

Needs

Dental hygiene is generally thought to be poor

Strengths

Even where adults do not have health insurance, their children have access to the healthcare system through the school.

Doctors feel that some families show a good level of health literacy.

Local schools cooperate with a range of organisations, including some focused on health.

4.2.7 Additional services

The large number of organisations working in the local area means that the Roma are open to receiving help. Children are supported by a broad range of organisations in a broad number of ways, including health and education.

4.2.8 Family literacy and related programmes

Adult literacy initiatives

The national level programme, "Second Chance", is a statutory programme (Law of Education 1/2011) targeted at adults (including young adults) who did not complete

compulsory education. While the programme is not limited to literacy, it does include elements of basic skills training.

Other programmes mentioned by educators included an EU-funded human resource development project, and the Romanian government's Strategy for the Improvement of the Situation of Roma Ethnics of Romanian Citizenship 2012-2020.

It should be noted that educators cited all of the above programmes as examples of family literacy initiatives, indicating a basic misunderstanding of what such initiatives should entail.

Family literacy initiatives

Roma experts cited a programme known as "Day Centre Wonderland", in which approximately 30 children and parents from two disadvantaged areas (Pata Rat and Someseni) are provided with support to help their children's education, including food, transport, preschool places, and advice about hygiene.

Children and adults' views on a family literacy programme

Children said they would be happy to do literacy-related activities with their family, and said they would like to read with their parents. Activities suggested by the children included making greeting cards, writing, reading and drawing.

In a focus group of eight adults (parents, grandparents and an uncle), half said that they would come to school for a family literacy programme. Others said they did not know if they would have the time. In terms of subject matter, preferences were for sport, learning new things, reading, writing, mathematics and talking.

When asked about the potential for a book-gifting programme, some parents said their children would be happy to receive books, but might not actually read them, but would merely skim through or "browse" them.

Educators suggested that a Roma family literacy programme should include aspects of Roma culture and civilisation, viewing of short films which could then be discussed with an amongst parents and children, and access to a multicultural room with books. Respondents felt that such a programme should aim to be entertaining – making learning fun – and should be held in a "nice space". Educators suggested a number of potential health-related topics for such a programme, including vaccination, personal hygiene, food hygiene, healthy eating habits, dental hygiene and household hygiene.

Needs

Educators appeared to classify adult literacy programmes as family literacy, suggesting that they may have limited understanding of what a family literacy programme would entail.

Interests

In a focus group with eight adults, half said they would be willing to come to a family literacy programme at school. These Roma said they would be interested in learning new things, reading, writing, mathematics, sport and conversation.

There was some positive response to the idea of a book-gifting programme, but doubts about its impact.

Parents suggested a range of potential options and topics for a family literacy programme, both in terms of print literacy and health literacy.

5. Slovakia

5.1 National data

According to the 2011 census, there were 105,738 Romani in Slovakia, the equivalent of 2% of the total population. This figure is substantially lower than estimates from other studies. Atlas mapping in 2004 estimated there were 320,000 Roma in Slovakia; the Democratic Research Centre[14] estimated that in 2011 there were 440,000 Roma individuals in Slovakia (equivalent to 8% of the total population). The Roma in Slovakia are mostly concentrated in the Prešov, Košice and Banská Bystrica regions.

5.1.1 Education[15]

Pre-primary education

In Slovakia, participation in pre-primary education remains voluntary. Attendance at kindergarten is co-funded by parents, with the exception of the last year before school (the zero grade), which is free. Multicultural education was introduced as a cross-cutting theme to a new National Curriculum adopted in 2008. Minorities have minority rights with regard to preserving their language and culture and in Slovakia children have the right to be educated in their mother tongue. The Slovak Action Plan on Roma integration places particular emphasise on the need to reduce the number of Roma children in special schools.

The 2011 survey of Roma households and the households of their non-Roma neighbours conducted by the United Nations Development Programme/World Bank/European Commission reported that

- Enrolment in preschool of Roma children was low: 24% of 3-5 year old Roma children were enrolled compared to a national average of 70%.
- In Slovakia there are particularly high rates for individuals aged 10-19 having attended special schools for children with special educational needs: 12% of individuals in this age group reported having attended a special school in the past
- Children who attend preschool are 70% less likely to be enrolled in special needs primary schools for children with learning disabilities.
- 56% of Roma households are located within 1km of a kindergarten.
- Only 11% of Roma children attended pre-school schools located within Roma settlements. However, despite the fact that Slovakia had the lowest proportion of children attending preschools in Roma settlements among the five countries surveyed, it had the highest proportion (48%) of children attending all-Roma kindergartens.

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[14] http://www.infostat.sk/vdc/en/

[15] No national language evidence was returned on employment, housing and health for Slovakia.

- More than a third of Roma children receive part or nearly all their instruction in Romani.
- The average household expenditure on preschool is 7.20 Euro per month. In Slovakia parents pay a fee for the food children eat at preschool
- Around a third of caregivers disagree that Roma children feel welcome in preschool. The same proportion is dissatisfied with preschool education.
- Roma children in Slovakia lack access to reading materials in the home: half of Roma respondents said their children have access to one book only.
- A little under half (44%) of Roma children in Slovakia were read to; 45% of parents engaged in drawing or painting with their children, and 22% taught letters or counting to their children.
- The survey collected information on five learning and two socio-emotional outcomes for all children aged 3-6 as reported by the primary caregiver. Preschool enrolment was associated with significant and large improvements in cognitive outcomes. Preschool attendance in childhood was associated with a significantly lower probability of receiving social assistance

	Roma	Non-Roma
Can he/she identify/name at least ten letters of the alphabet?	46%	50%
Can he/she read at least four simple, popular words?	31%	45%
Can he/she write his/her own name?	37%	60%
Can he/she understand simple sentences in the national/regional language?	83%	95%
Does he/she recognize the symbols for numbers 1 to 10?	66%	90%
Does he/she show confidence in self?;	85%	97%
Does he/she get along well with other children?	97%	100%
N=	175	19

- In Slovakia, completion of secondary or higher education was associated with a 17% increase in probability of preschool enrolment and the coefficient was significant at 5% level.
- The highest (relatively speaking) income families were less likely to send their children to preschool, a finding that is thought to be linked to the better availability of subsidised preschool places in the rural, poorest areas.
- Children in Roma households that primarily used the Romani language at home were 28 percentage points likelier to be enrolled in preschool than those in households where Roma was not the primary language spoken at home (significant at the 1% level); this may be a spurious correlation with income.

School segregation and educational inclusion

According to Amnesty International (2013), the Slovakian government has not made good on its 2010 commitment to end school segregation; little progress has been made and a 2012 ruling (Regional Court in Prešov) that segregation was a violation of anti-discrimination legislation (international, EU and Slovak) has gone unheeded. The UN has reported that up to 43% of Roma in mainstream schooling were enrolled in ethnically segregated classes. This echoes concerns from the Open Society Institute in 2008, and Amnesty lays the blame on a failure of the Inspectorate to monitor effectively and a failure to enforce, combined with an absence of clear guidelines and funding to support desegregation. A number of studies over the past decade have found that schools are ill-equipped to educate an ethnically and socially diverse pupil population. A study of pupils, parents and teachers and representatives of organisations that are associated with ten schools in two districts Hrdé and Krásne in Slovakia (Kusá et al, 2010) found that although the educationalists interviewed were in favour of mixed classes, in practice a system of streaming kept Roma children out of the elite classes and instead the Roma pupils are situated in classes with non-Roma students who have poor results and low motivation.

Educational routes are determined by:

- the closed system and low intercultural sensitivity of schooling,
- professional mentality of teachers and teaching staff of the school,
- constantly deepening process of not only social, but also the cultural marginalization and isolation of large number of Roma communities, and
- social and cultural helplessness of Roma pupils from socially disadvantaged backgrounds, who are leaving their community without a real support (Petrasová & Porubský, 2013).

There are a number of challenges:

- An increasing number of schools with a high proportion of Roma pupils and growing social stratification of schools are one of the biggest challenges for the Slovak education.
- The current setting of the school system not only produces, but even deepens social inequalities.
- At schools with a lower proportion of Roma pupils there is a greater chance that the Roma pupils reach the ninth grade and successfully complete basic education.
- The high concentration of Roma pupils at schools has significantly negative impact on their education and life trajectories.
- With the current integration measures it is not possible to fulfil commitments of Slovak government articulated in Strategy of the Slovak Republic for Integration of Roma up to 2020 or in Revised National Action Plan of the Decade of Roma Inclusion.
- Integration tools without changing the entire education system is inefficient.

- Of all integration measures, the role of pre-school education is crucial (3-6 years).
- Increasing the quality of education in Slovakia is not possible without the implementation of inclusion and the support of heterogeneous composition of students at schools and in classrooms.
- Support and implementation of inclusion at schools is the responsibility of actors at all levels – at the level of the school, the founder and the State.
- Support of integration and inclusion in education must be part of the social inclusion at local, regional and national level.

There are also a number of barriers to implementation of Roma integration policies in compulsory schooling:

- unclear definition of the target categories of state educational policy in this area and inconsistent partial goals and strategies,
- lack of "political will" to respect this Roma integration in schools as one of the policy priorities of government policy (not as a matter of one particular government department),
- lack of "political will" to create harmony between adequate legislative framework and budget resources for their implementation,
- disregard of historical, regional and socio-cultural conditions in which the problem of exclusion of Roma communities developed,
- perception of school reforms only at the organisational level (how the system is organised) and only to a small extent at the institutional level (how the system works). This manifests mainly in the constancy of nature of educational processes in the learning process in the classroom – reform ends at the door of the classrooms. (Petrasová & Porubský, 2013).

A 2011 study by Rafael makes a series of recommendations as to how barriers might be lifted to eliminate segregation in Slovak schools on a number of levels including legislative equality, educational equity, assessment and diagnostic processes, and pedagogy.

5.2 Local Findings

This section summarises local findings for Slovakia in terms of *needs*, *strengths* and *interests* under seven headings:

i. Family structure, socio-economic status and employment
ii. Parents' beliefs, values and expectations
iii. Roma children at home
iv. Roma children at school
v. Health literacy, health practices and the healthcare service
vi. Additional services
vii. Family literacy and related programmes

Longer overviews of these data, gathered and analysed by local teams of researchers, are included in Annex A of this report.

5.2.1 Data sources

In Slovakia, several local-level data gathering methods were employed:

- A focus group with four, non-Roma, community social workers in Dolny Kubin.
- An interview with two Roma mothers (of children in Year 7 and Year 9, respectively).
- A focus group with eight Roma or mixed-parentage children. These children, four boys and four girls, ranged in age from Year 4 to Year 9, and lived in integrated blocks of flats.
- An interview with a principal teacher at a primary school in Dolny Kubin.

As detailed in the introduction to this Needs Analysis Report, the Slovakian research team sought to investigate and categorise Roma-related needs, strengths and interests at the local level. These needs, strengths and interests were investigated at three levels: the micro level (children themselves), the meso level (families), and the macro level (schools, other agencies and organisations, and the broader social, political and cultural context).

5.2.2 Family structure, socio-economic status & employment

The local Roma in Dolny Kubin are a heterogeneous group. The level of disadvantage varies from extremely poor to less disadvantaged, but most parents are either unemployed, or engaged only in seasonal or subsidised labour.

5.2.3 Parents' beliefs, values and expectations

Needs

According to social workers, the local Roma communities would benefit from good examples of adults who have been successful at school and believe in the strength of education. Social workers feel that children's educational failure is too readily accepted as an acceptable norm by parents. This may be due to parents' lack of belief in the potential positive impacts of education.

However, some parents clearly do see the role of education in making a better life for their children. Unfortunately, even parents who see the value of education tend to suffer from poor literacy skills and limited qualifications. Many parents lack the confidence, skills and cultural knowledge required to help their children achieve their ambitions. Many parents also do not provide the right sort of home environment to support academic success – social workers point to a lack of constructive discipline and educational guidance.

Children like to spend time with their grandparents; however, grandparents are not engaged in their grandchildren's learning.

5.2.4 Roma children at home

Children's roles and responsibilities

According to local children, girls are required to help their parents at home with light housework, such as cooking, washing dishes, vacuuming, tidying, shopping, taking the dog for a walk, and taking care of siblings.

The domestic environment

Most children have limited space at home for learning. Only two of the eight children interviewed said they had their own bedroom. Some households are three-generation, and all homes are small.

The home learning environment for children

All local Roma children speak Slovak. At school they also learn Russian or English. Parents and grandparents also tend to speak Slovak as well as Romani. Children say they do not wish to learn to speak Romani.

Children assessed their own reading skills as average, but some said they are actively trying to improve. They said they do not generally read at home, nor do their parents, though some children do have encyclopaedias at home. The reading children do outside of school tends to centre around online chatting and Internet articles. If parents read, they tend to read magazines rather than books or other materials.

Needs

Most children have limited space at home for learning: homes are small and bedrooms are shared. For example, some children have to do their homework in bed. Children do not generally read at home, nor do their parents. Children said they have quite a lot of free time, but generally spend it playing in the street rather than on books or homework.

Interests

Young people are interested in online chatting and the Internet.

5.2.5 Roma children at school

Children's academic interests

Children expressed interest in several academic subjects, including mathematics. However, their favourite subjects are physical education, music and arts. They enjoy special days at school, such as Saint Valentine's Day.

Children said that they wished their learning was more exploratory and creative, and less devoted to rote memorisation. Interestingly, children said they liked learning about how to behave correctly. They also said that they wished one day a week could be a homework free day, with the only responsibility being to do some reading for pleasure.

Educational ambitions and expectations

In focus groups, children said they wanted to continue studying at secondary school. Most said they would prefer an artistic or creative career[16].

Peer relations

Some children say they get along well with classmates. Others said that peer relations are sometimes difficult: some non-Roma children make fun of their Roma peers because of the latter's relative poverty. This type of harassment tends to go unnoticed by teachers, said the pupils. They also said that when Roma children complain, teachers do nothing, but when non-Roma children complain, teachers react. School staff said that Roma pupils tend to be viewed in terms of their social disadvantage, not as Roma per se. Staff suggested that while some Roma may have behaviour problems, so too do many other non-Roma children.

Factors supporting or hindering attainment

Some children feel they need more individual support, and spoke of becoming frustrated when they fell behind their classmates. In cases where children have learning disabilities, social workers work with pupils to develop individual learning plans.

There is no teaching of Roma history in the school curriculum. Roma pupils cite this as a flaw, saying they do not want to learn about their history only on special days; they would like it to be part of the general curriculum.

The local school receives additional financial support for economically disadvantaged pupils, including Roma. This financial support is used to fund computers, books, school meals and other expenses.

Roma staff in schools

There are no Roma staff at the local school.

Parental engagement strategies

According to educators, the local school has good experiences of family-school cooperation. Initiatives have included an "Open door to school" club, parent-teacher

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[16] Possible career options cited were: actor, chef, hairdresser, cosmetician, fashion designer, dancer and IT technician.

meetings, involving parents in school activities, a "Read Aloud" week, and a "Week of Reading Literacy".

It was suggested by these educators that most Roma pupils need extra tutoring and an individual approach that involves other family members. Parents need to become better informed about school rules, programmes and objectives, in order to improve parent-school cooperation. While some Roma families are reportedly well-informed about the curriculum and the school's educational objectives, many parents are not.

According to social workers teachers and other staff tend to have generally positive attitudes to Roma families. Schools tend to be interested in cooperating and in better understanding Roma pupils' challenges. This cooperation and understanding is facilitated by the social workers themselves. According to social workers, closer cooperation between themselves on one hand and teachers and schools on the other would provide additional benefits for Roma pupils.

Needs

Some children feel they need more individual support. Educators agree, saying that many Roma pupils need extra, individualised help. Educators also feel that most Roma parents need additional guidance and support to increase their involvement in their children's education.

There is no teaching of Roma history in the school curriculum. People say they would like to learn more about their history. There are no Roma staff in the local school.

School staff said that Roma pupils tend to be viewed in terms of their social disadvantage, not as Roma per se: this can lead to bad relationships between Roma and non-Roma children.

Strengths

The local school cites and number of examples of programmes that have successfully stimulated parent-school cooperation. These could be built upon. Social workers appear to play a central role in promoting parent-school cooperation.

Teachers and other staff tend to have generally positive attitudes to Roma families.

Interests

Children expressed interest in several academic subjects, including maths. Their favourite subjects are physical education, music and arts. Some said they would love to learn how to draw, or to learn about their ancestors.

Though there is a high secondary school dropout rate, the Roma pupils in our focus group said they wanted to continue their studies through the secondary level, and expressed ambitions for artistic or creative careers.

5.2.6 Health literacy, health practices and the healthcare service

Health practices, beliefs and attitudes

According to community workers, local Roma generally have poor health literacy and health practices relative to the non-Roma population. This is particularly an issue in families with babies and young children. These community workers visit young families to provide advice and practical help regarding taking care of their young children – for example, preparing baby meals, discussing proper diet, et cetera.

Children said they would like to learn more about healthy diet, so that they could live longer. They expressed shock at how impoverished some other Roma families are, particularly in terms of not being able to afford food.

Healthcare access and use

Parents themselves feel they have generally good access to health services.

Children all have access to a general physician and children are able to go to the doctor themselves, without help from their parents.

Needs

Health literacy tends to be low.

Strengths

Community social workers visit families to try to improve parental health literacy and health practices, particularly in families with young children. These social workers cooperate with paediatricians to identify problems.

Children have good access to the health care system.

Interests

Some children expressed an interest in increasing their health literacy – in particular, they said they would like to learn more about healthy diets.

5.2.7 Additional services

No data provided.

5.2.8 Family literacy and related programmes

Adult literacy initiatives

Community workers point to a typical pattern driven by educational failure: young dropouts cannot find employment, so social workers help them to achieve one or more qualifications. However, by this stage of development, say the social workers, it

may already be too late to undo the damage caused by neglecting education when the adult was at school.

Child literacy initiatives

The local municipality employs several social workers on a four-year grant. These workers help Roma children with their learning. This involves devising an individual programme for each child, developed in cooperation with the child's teacher. This initiative has reportedly produced good results, and is now serving an increasing number of children.

Family literacy initiatives

There have not been many local programmes focused on Roma family literacy. However, there have been a few, coordinated by NGOs. One is mentioned above: a community social centre established by the municipality authority, where children receive assistance with their homework. Another NGO (operating locally, nationally and internationally) is EDUKOS, which focuses on prisoners (among whom are many Roma) and financial literacy projects.

Children's views on a family literacy programme

Older children were sceptical about a family literacy programme, saying they would not like to do "fun activities" with their parents. "We feel embarrassed before parents – it would be strange."

Strengths

A municipal initiative, driven by community social workers, has helped children improve their educational outcomes. This initiative is underpinned by partnership with teachers and individual learning plans for children.

Interests

While family literacy programmes would probably be inappropriate for teenagers, younger children expressed an interest in initiatives that make learning fun.

6. Conclusions

6.1 International Review

6.1.1 The Roma in Europe

Around 6 million Roma live in the EU, most of whom are EU citizens. Obtaining reliable statistical data on Roma people is, however, difficult, due to inconsistencies in official definitions of ethnicity, the absence or exclusion of Roma people in official statistics, particularly census, health and mortality data, and problems stemming from a reluctance on the part of Roma peoples to define themselves as such, due to fear of discrimination.

The Roma in Europe are a heterogeneous population. The impact of this diversity is that a differentiated approach is required when addressing issues affecting Roma peoples, one that can take account of different geographical, economic, social, cultural and legal contexts in which initiatives and programmes are implemented.

The key characteristic of the history of the Roma in Europe is marginalisation. Even though most Roma now live in settled communities, the legacy of social exclusion manifests itself in many ways – Roma lack access to stable employment and to affordable housing, health care and other social services. Nine in ten Roma live below the poverty line. Roma children are far less likely than children in the general population to go to school and to complete schooling. Moreover, a lack of assimilation with host communities, and persecution of Roma in these communities, has led to distrust by Roma of authority and institutions. A household survey conducted by The European Union Agency for Fundamental Rights (FRA) in 2011 in 11 Member States found that one in three Roma was unemployed, 20% were not covered by health insurance, and 90 % were living below the poverty line. Many faced prejudice, intolerance, discrimination and social exclusion in their daily lives. They were marginalised – half had experienced discrimination in the last year; 40% were aware of anti-discrimination legislation – and mostly lived in extremely poor socio-economic conditions.

Social exclusion in employment, health, housing and education are interrelated, interdependent, and cyclical. For example, ailing or undernourished Roma children are less likely to benefit from any kind of education. Interventions to promote social inclusion need to take account of multiple issues on multiple fronts.

Education is viewed by the European Commission as critical to breaking the especially vulnerable status of Roma children: the EC target for EU2020 is to ensure that all Roma children complete at least primary school. Yet far fewer Roma children in Europe attend preschool or kindergarten – an important determinant in the acquisition of early literacy – than non-Roma children. Moreover, school segregation continues to be common practice in some Eastern European countries. Low literacy

levels among Roma adults, particularly Roma women, impact negatively on the educational outcomes of Roma children and perpetuate an intergenerational cycle of disadvantage. Where parents live precariously and in poverty there are more immediate priorities than in education.

Given these inequalities, moves to achieve social inclusion and integration for Roma peoples are a high priority for both the European Commission and individual Member States. Key initiatives in this regard include the Decade for Roma Inclusion (2005-2015). Education (alongside employment, housing and health) is a priority area, with goals set to:

- Eliminate school segregation and misuse of special needs education
- Enforce full compulsory education and promote vocational training
- Increase enrolment in early child education and care
- Improve teacher training and school mediation
- Raise parents' awareness of the importance of education

Despite policy will and initiatives there are problems with implementation, problems which seem unrelated to funding levels. Measures taken to address the challenges of Roma inclusion tend to be more successful where strategies are integrated and address the complexity of the problem; isolated projects which address one or two issues are generally less successful. Furthermore, in successful measures to achieve inclusion, the mainstreaming of Roma issues into relevant European and national policies is critical. Mediation is viewed as one of the most effective tools.

Lastly, the international evidence review flagged up the listening to Roma children's views when planning interventions to promote their social and educational inclusion.

6.1.2 Family Literacy

The term 'family literacy' is used to describe the everyday experience of language and literacy within the family unit. It can also be used to describe initiatives, interventions, provision or projects aimed at stimulating, developing or supplementing these interactions, aiming to reduce this early transfer of inequalities. Such initiatives include support offered to parents within the home environment as well as those offered outside of the home; joint parent-child support sessions as well as those where parents attend alone; projects aimed at parents of pre-school children as well as those already within the school system; initiatives which focus exclusively on literacy development as well as those that support "good parenting practices" holistically.

A substantial body of research has demonstrated the importance of the home learning environment to literacy achievement both before and throughout schooling. One of the most widespread findings is that children experience improved early attainment in reading if their parents read to them more (Brooks, 2000). Research has shown that socio-economically disadvantaged parents are less likely to read with

their children; when they do, they are less likely to use effective strategies for encouraging a love of reading (Bus and van Ijzendoorn, 1995). In the vast majority of cases, socio-economically-related differences in parent-child literacy practices are not the result of limited ambitions, but of limited skills, knowledge or awareness.

While research suggests that family literacy interventions typically produce a greater impact than most educational initiatives, we can not assume that a particular initiative's reported gains can be readily reproduced in a different context. Impacts are the product of complex interactions between programme type, participant characteristics, and broader social, cultural and economic factors. Policies and projects need to be adapted to meet the specific needs of particular groups.

6.1.3 Health Literacy

Research shows that low literacy skills are associated with a range of negative health outcomes and behaviours and that poor health literacy can reinforce existing inequalities. However, as in some countries health literacy seems to have a weaker association with socio-economic position than in other countries, this suggests that health literacy initiatives could potentially have a positive impact on disadvantaged groups.

While there is some research on Roma health practices and problems, we were able to find no high-quality, quantitative research on health literacy amongst the Roma of Europe.

6.2 National data

Romania has the largest proportion of Roma in the general population of the three countries in the study, at upwards of three per cent of the total population, with Montenegro at one per cent and Slovakia at two per cent The Roma population is also much younger than the majority population across the countries, with a far higher proportion of children under 14. However, statistical data for all three countries is imprecise, largely due to the precarious legal situation of Roma people. The lack of legal citizenship impacts on all areas of life – without legal status Roma may not qualify for some welfare benefits/social assistance, exacerbating existing poverty; they find it problematic to access healthcare, or to find employment.

Although Roma populations in Montenegro, Romania and Slovakia are heterogeneous, it is generally true that the socioeconomic status of Roma peoples in the three countries is markedly lower than that of the host populations.

Looking a national data across the four pillars of Roma inclusion, the Literacy Cubed Needs Analysis found that:

6.2.1 Employment

Unemployment rates are higher for Roma people than the non-Roma population. One consequence of insecure legal status means that existing qualifications and skills are not recognised, reducing the ability of Roma adults to compete in the labour market. Where Roma adults are employed, it is more likely to be insecure, informal and seasonal. There is a cultural dimension to this that has an important impact on implementing social inclusion interventions with Roma people – with very few Roma employed in healthcare and in education, interventions in these sectors can suffer due to a lack credible links and established lines of communication with Roma communities.

Some types of employment, most obviously work on the landfill or waste dump, carries health implications for the Roma adults and children. In Romania, there is variety among the local Roma communities in terms of employment. In some families both adults work. In others, no one has a job, meaning the families are reliant on state social support. Some Roma go to work in other countries, sending money back to their family.

6.2.2 Housing

Standards of housing for Roma people are generally well below national and international standards. Homes are typically over-crowded, poorly build with little or no sanitation, and located in undesirable areas.

6.2.3 Health

Life expectancy for Roma is lower than for the general population in the same country and in general there are vast health inequalities between the Roma and non-Roma populations.

6.2.4 Education

The position of the Roma with regard to education varies between the three countries. In Montenegro enrolment rates are particularly low, with some estimates that only between 25-40% of Romani children are enrolled in primary education. School education in Montenegro is also marked by ongoing de facto segregation. In Romania, there is evidence of direct ethnic discrimination (including between children) and, as in Montenegro, educational segregation persists. School segregation is particularly evident in Slovakia – the growing social stratification of schools is one of the biggest challenges for the Slovak education.

Evidence was found across all three the countries of Roma parents who wanted to support their children with their learning and of Roma children who wanted to succeed at school. Unsurprisingly, the most positive attitudes towards education from parents are evident where families are relatively affluent and live in mixed (and less conservative) communities.

6.3 Local data

6.3.1 Family structure, socio-economic status & employment

In Montenegro, the Roma communities participating in LIT3 live in settlement camps and many were refugees from Kosova. In these camps, housing stock is of a particularly poor quality, with only some homes having electricity and none water.

In all three countries, family and domestic life follows a traditional, patriarchal pattern, with women and girls being responsible for all housekeeping and childcare duties.

Needs

- The precarious legal situation needs to be taken account of

Strengths

- Roma people want employment and legal status.

- Families are close and multi-generational – with respect for the elderly, meaning that grandparents are a potential source of educational support.

Interests

- Roma parents want their children to have a better life that they have had.

6.3.2 Parents' beliefs, values and expectations

Across the three countries, parenting skills are impacted negatively by poverty – parents must concentrate on the basics such as feeding and housing their families. Also, parents themselves are generally lacking in education, impacting both on their perceptions of the value of education and on their ability and motivation to support their own children's education. This is not true across the board – there is evidence from Romania for example, of parents who help with schoolwork, and also, in Montenegro, of shifting attitudes in the wake of government initiatives in this area. Nevertheless, it seems fair to say that there is a perception at a local level in some communities that parents do not value schooling for their children beyond the acquisition of very basic skills and that their expectations from education are low. In the home environment, in Montenegro, this is partly manifested in a lack of reading materials, with most homes having no books. This was not the case in Romania where local teams reported some reading materials in homes; but across the three countries the cramped living conditions mean that very few homes have dedicated space for reading and for homework. Parents in Romania reported helping children with their homework, although homework was generally done in a shared space or in bed.

Amongst adults, it is generally only females who come in contact with the education system. Mothers (and sometimes grandmothers or elder sisters) are considered the primary link between home and school.

Needs

- A cultural shift is required, wherein parents recognise the value of education and the power that they have as parents to make a difference – adults need to understand that they can make a positive impact on children's educational outcomes.

- There is a need for more messages on positive parenting and how to achieve this.

- Female empowerment is clearly lacking in Roma communities, although in these traditional, patriarchal structures, this need presents a considerable challenge.

Strengths

- There is some evidence from Montenegro to suggest that programmes targeting mothers can have positive effects across a range of outcomes.

- Grandmothers may make a good starting point for family literacy initiatives because of the respect they command within the household and community.

Interests

6.3.3 Roma children at home

In this section, findings were very different across the three locations. In the Montenegrin Roma community, children have some form of employment from a young age; but this rarely impacts on the schooling of primary age children. Young Roma children of primary school age were generally not in employment – where they did work, it was seasonal and "earnings" were used for treats not family necessities. Young girls are expected to contribute to the work of the home; young boys are not.

A major need in the home is space in which children can read and study. As a consequence, children spend very little time doing school homework. Female children have domestic duties and responsibilities and children also play in their settlements before bedtime.

As this suggests, the home literacy environment – that is the language and literacy resources that Roman children can draw on at home – is usually poor. Homes have few to no books in; books remain in school.

A number of important initiatives are tackling some of these issues: for example those aimed at supporting language development operated by NGOs or toy libraries.

However, many of the features mentioned here will involve a cultural shift in order to bring about change – organisations working with Roma will need to convince adults in the community about the importance of education and the space and time for education.

The picture in Romania was very different, with no reports of children engaging in employment and space available in the family home for study – even those this space was generally communal rather than dedicated.

Needs

- There is a need for places to learn and a need for places to keep school books and other reading materials.

Strengths

- Younger children's employment is informal and makes little impact on their schooling.

- NGOs working with communities in Montenegro recognise the importance of learning spaces.

- Roma children have a strong work ethic

Interests

- Children have a strong sense of belonging to the Roma community and a sense of pride in that community, that educational initiatives can build on.

6.3.4 Roma children at school

The formal school routine can present challenges to Roma children; their health, living and family conditions present barriers to getting to school on time, to regular attendance, and to keeping up with homework; to lack of adequate learning materials and space to study. In general, Roma children had lower achievement in school than their non-Roma peers as a consequence of these hurdles; low achievement that is exacerbated by lack of parental support.

The support offered by the education system (e.g. the inclusion of Romani language classes, or aspects of Roma culture and history in the curriculum), by teachers, by mediators and by NGOs) varied between the communities. In Montenegro, important steps towards educational integration have taken place and there is specialised training in place to ensure that teachers and other school staff develop their understanding of the settlement camps, although notably there are still no Roma teachers.

Needs

- There is insufficient engagement by Roma children in some communities with the core subjects of literacy and numeracy.

- There is a need to address the barriers to engagement and achievement presented by poor living conditions and by poverty.

Strengths

- In Montenegro Roma pupils felt they had good relationships with their non-Roma peers.

- Children are not alienated from school – just insufficiently engaged.

- Parents can be incentivised to send their children to school where school meals/food are provided or where child allowances are linked to attendance.

Interests

- Children were enthusiastic about a number of subjects they were taught at school.

- Evidence from Romania suggests that attainment can be improved where examples of educationally-successful Roma individuals are used as role models.

6.3.5 Health literacy, health practices and the healthcare service

For adult Roma, the greatest barrier to health is lack of legal status which prevents them being able to access health services. This is compounded by lack of understanding at how the formal procedures of health centres, for example in making appointments, work, and lack of funds to pay even nominal fees and prescription charges. These issues were less pronounced in the Slovakian community than in either Montenegro or Romania. There is therefore a need for simplified systems and greater transparency about how appointments can be booked for example..

Roma children have better access to health through the school system: where they are enrolled at schools they are automatically eligible for health care.

There is a limited awareness of health issues and some poor health practices – although stem from features of poor living conditions such as a lack of sanitation rather than a lack of knowledge.

Needs

- Legal status issues need resolved.

- There is a need for simplified systems that make it easier for adults to access health care.

- There is a lack of knowledge on the connection between health practices and health outcomes.

Strengths

- Through the school system, which registers them with doctors, children have access to the health care system even where the adult members of their family do not

- Local NGOs are in place to support humanitarian initiatives, including those with a health perspective.

6.3.6 Additional Services

All three countries have established support from NGOs working on a variety of support initiatives.

6.3.7 Family literacy and related programmes

In general there is a lack of knowledge about what family literacy and family learning is – the concept of generations of one family learning together is quite novel, both to children and adults.

Each community produced evidence of educational initiatives targeted at Roma parents or Roma children, although not together. These sometimes took literacy as a focus but generally as part of a wider educational programme.

Interests

- Focus groups conducted as part of this Needs Analysis in Romania found that half of respondents were interested in family literacy programmes and welcomed book-gifting initiatives (although doubts were expressed about the impact of these).

- Evidence from Slovakia suggests younger children may be more receptive to family literacy initiatives than teenagers.

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Annex A: Local data

Montenegro

i.   Family structure, socio-economic status & employment

According to information provided by the German Relief Organisation HELP, Camp 1, which houses longer term settlers, contained (in March 2014) 1313 residents, while Camp 2 contained 246. Out of the 1313 residents of Camp 1, 690 were children: 50 adolescents, 365 primary school age children, 230 infants and 45 newborns. No comparable information was available for Camp 2.

In terms of social inclusion, a step forward would be for local Roma to attain status either as citizens of Montenegro or to be acknowledged as foreign residents. The state has encouraged local Roma to apply for one of these statuses, but these efforts have been met by a limited response from the Roma themselves. Some foreign organisations, e.g. the Danish Legal Centre, help Roma with documentation. There is also one Roma individual who works as a mediator between the local Roma people and the Ministry of Interior. However, the Roma residents complain that the procedures at the Ministry of Interior are protracted, overly bureaucratic, and slow.

In addition to lacking legal status for employment, local Roma lack capital in the form of skills, supplies and resources. The German Relief organisation HELP has attempted to address the lack of physical capital by providing grants to approximately 70 local Roma. These grants helped to provide the tools required for various skilled crafts, including meatpacking, hairdressing, carpentry and music. A further 60 grants are scheduled to be dispersed in the near future. However, a range of barriers have meant that grants have thus far had limited impact.

One barrier is limited human capital. According to local Roma coordinators, most successful grant applicants have lacked the skills to sufficiently use their new tools. Another barrier is the complicated relationship between the Roma and the legal system. In order to work legally, individuals need to register as so-called "small entrepreneurs". According to the Roma coordinators who were consulted, the Roma in Podgorica avoid doing this because they do not wish to pay taxes on their earnings, or because they lack the literacy skills required to complete the necessary paperwork.

Due to these and other barriers, the grant programme has met with very limited success. Most of the tools have been sold on by the recipients. It has also been reported that tools are used for other than their intended purposes. In response to these negative outcomes, HELP has introduced training and testing for individuals applying for particular sets of tools.

Some men engage in certain trading activities, such as collecting and recycling secondary materials.

Relationships between extended family members vary. According to coordinators, family members such as uncles, aunts, and older cousins do not typically play a role in children's education, nor do they recognise the potential importance of such a role.

Even though there are a significant number of people in the camps who are related, the relations between the wider family members are not always good, according to coordinators. Life in camp is prone to disputes between inhabitants and police intervene on a daily basis. According to police working in the area, the most frequent problems are: physical and family violence among adolescents and adults, petty thefts, e.g. of the tools awarded by HELP, and illicit selling of cigarettes, chewing gum and the like.

One potential advantage of a three-generation home is the possibility of grandparents contributing to the children's educational development. However, amongst this population, the role of grandparents in education is not a prominent one, primarily due to the low education levels of the elderly. However, older people are respected within the home and community, and the oldest family member tends to receive particularly high levels of respect. Currently though, most older Roma do not recognise education as a means through which their grandchildren can increase their opportunities and improve their lives.

ii.   Parents' beliefs, values and expectations

Local Roma celebrate St. Georges Day (May 6) and Roma Day (April 8). The holidays are perceived as special festive days within the community and are celebrated with music and meals. Children have a very developed sense of the importance of the two, and are especially happy to participate in festivities. Their knowledge about the customs related to these two holidays is high. Muslims also celebrate Bayram (Eid).

Girls are prevented from communication with outsiders, especially males, and require permission from male family members to communicate with programme coordinators. Females tend to marry very early in their lives. Brides, who are usually younger than 15, are sold to their future husband's family by their parents. Neither the young age of poor brides nor the view that they are a family's property to sell is perceived as wrong in the local community, according to coordinators.

Just as elderly people in general tend to be treated with respect, older women are often treated more favourably than younger women and girls. This is particularly true for the oldest female in the family.

It could be said that the children live in two worlds, which do not completely overlap: the camp one is discipline-free, while the school tends to restrict certain behaviours in them. However, we do not see that this is not a source of frustration for children and we have reports on a significant improvement of behaviour in particularly mischievous children.

We see neither a sense of belonging to mainstream culture, nor a sense of national pride, which is present in children of their age in regular schools and domicile population. They are proud to be Roma, and do not hesitate to show it and to act in accordance with their cultural identity.

The amount of time devoted to childcare is very low, and, say coordinators, rather dysfunctional. This is attributed both to a lack of knowledge and to a lack of interest. There is limited communication amongst families regarding parenting issues. There are isolated cases of parents visibly and openly supporting their children in the process of education, at least in terms of encouraging and supporting attendance. Disciplinary practices tend to be based on physical punishment and deprivation. There is extremely limited awareness of more constructive disciplinary strategies.

Some Roma adults report having left all paperwork behind when they fled Kosovo; others point to more recent reasons, including a number of fires in the settlement camp.

Family members rarely come into contact with schools. According to Roma coordinators, the vast majority of parents do not attend parents' meeting, and do not strive to keep informed about their children's progress or extracurricular activities. An extremely small number of parents pay attention to homework or other aspects of their children's learning.

Roma parents generally have limited understanding of the education system, even basic facts such as the number of years required to complete each level. Parents generally perceive the Montenegrin education system to be difficult and demanding.

Coordinators noted that there have been initiatives aimed at improving parents' ability and willingness to support their children's education. For example, an REF program focused on mothers, and emphasised the importance of continuing education beyond elementary school. This year-long project sought to develop parenting competencies through introducing mothers to the education system: giving them guidance regarding how to enrol their children, how to support their educational development, and how to more generally improve of the quality of their own and their children's lives.

Grandmothers play an active role in children's lives, helping mothers to provide care. Some grandmothers take their grandchildren to workshops sponsored by local NGOs. Grandfathers do not take part in caring for children. Older siblings will help take younger children to school, but tend to play little if any role in helping with homework.

As for parents' beliefs about their own potential for learning and skills development, Roma coordinators feel this is more prevalent in mothers than in fathers. In general, however, very few Podgorica Roma appear optimistic about their potential for

improvement. However, some parents are interested in participating in short courses to achieve vocational qualifications in areas such as hairdressing.

Roma coordinators estimate that approximately 10-15% of the local Roma population have the print, written and oral skills needed to fully function in modern Montenegro. Amongst grandparents, this figure drops to an estimated 2-4%.

It was noted by Roma coordinators that even Roma mediators, who are community leaders, tend to lack good skills in the Montenegrin language.

According to HELP data there are 1119 parents in the Konik Camp:

- 389 have no formal education
- 476 attended school up to the 6th grade of elementary
- 149 completed elementary school, 145 of whom were male
- 4 report having graduated from high school; however, their documents were reportedly burned along with their other possessions in Kosovo.
- 1 is currently a student.

This initiative gives women information about early childhood development and literacy. Thus far about 100 women have participated in this programme, which is on-going. 70% of participants have been adjudged to have improved their literacy. The programme initially ran for four months, but it was felt that the group needed more literacy training; the project was thus extended for another eight months. In the programme, one group consisted of grandmothers and mothers. The second group was for girls under 15 years of age, and was aimed in part to serve a preventive purpose. The focus of the programme is on functional literacy and numeracy: the ability to fill in forms, read schedules, understand discounts in stores, and communicate with basic and specialized social services.

iii.   Roma children at home

In their free time, children lack the space to engage in organised sports; nor do they have adequate toys. Bicycles tend to be old and rusted. However, REF and other NGOs have launched initiatives which enable children to spend time in workshops with volunteers and/or facilitators who help them with schoolwork and homework. There are also NGOs, such as Juventas, who help older children (15+) to learn more about issues such as violence, drug abuse, and sexual and reproductive health.

According to coordinators, there is no culture of reading in the local Roma community. Coordinators noted that Roma children do not even bring their textbooks home from school at the end of the day. Educational materials provided to children by HELP are also left at school. This habit of leaving reading materials at school may be primarily due to practical concerns – in particular, negative experiences with reading materials being sold.

A "toy library" is being introduced by REF; coordinators feel that this will be a great help in giving children access to high-quality educational toys. Furthermore, a number of NGOs have watched important initiatives aimed at improving the education, language and literacy of Roma children and adults.

iv.   Roma children at school

Roma pupils' relations with non-Roma pupils are reported to be "excellent". Nor do Roma children appeared to feel embarrassed or restrained in their communication because of any language difficulties they experience. Teacher quality plays a key role in this process: by helping Roma children to integrate and encouraging non-Roma children and families to be welcoming and respectful, teachers can create an atmosphere in which Roma children feel more accepted.

Coordinators said that the Roma children "give up easily" when faced with difficulties. The coordinators feel that children and their families use a lack of material assets such as books as a pretext for not making sufficient efforts, e.g. with regard to school attendance. Other examples cited were: children and parents blame poor school attendance on a lack of transportation, though school is only a 15 minute walk away and the weather in Podgorica is relatively mild in winter. Roma children also complain when their teachers demand greater engagement and self-discipline.

All local schools have programmes for Roma Day, an international holiday celebrating the Roma culture, and reportedly make good efforts to ensure that Roma pupils are treated with respect. In addition, some teachers have launched individual initiatives to help Roma pupils. For example, less disadvantaged parents are incentivised to help children of more disadvantaged parents. Roma coordinators say that teacher training has played an essential role in increasing teachers' awareness of the needs of Roma pupils and parents. There is a need to ensure that this training continues to be supported by the local schools.

NGOs have contributed to the development of improved coherence between primary school and preschool. The Roma Education Fund (REF), for example, pays for two preschool teachers and two Roma mediators to work with children.

Within the camp there is a kindergarten, established by the Red Cross, which has two teachers and mediators.

Initially, some school principals were reluctant to accept Roma children, but, due to Ministry pressure, all six schools became integrated. School pedagogues help mediate between families and the classroom, e.g. supporting attendance.

When asked about their teachers, children also provided praise for their efforts and initiative.

At the time of writing, there are six mediators working with the local schools. Theirs is a highly visible role, because they collect children from their homes in the camp and

take them to school. These mediators work closely with pedagogues, keeping them abreast of developments in the camp, relevant problems, initiatives, etc. Mediators also serve as facilitators of events such as plays, recitations, and Roma celebrations. Roma mediators are viewed as an essential link between parents and school, in terms of informing both sides about attendance, attainment and other important matters.

Children say that they love the mediators. This is largely because of the wide range of help they provide. (It is reported that mediators tend to work well beyond the scope of their job description.)

These meetings, which have only recently begun taking place, have presented parents with their first opportunity to engage actively in the school lives of their children, say facilitators. Through formal and informal meetings, parents are encouraged to visit schools and to get informed about their children attainments.

According to facilitators, a few parents now help their children with some aspects of school, e.g. preparing contents for World Diversity Day. Coordinators have worked with mothers on their self-confidence, and have emphasised the importance of playing an active role in their children's education. Mothers have been informed about how the Montenegrin education system works, and what is expected of parents in this system.

v.   Health literacy, health practices and the healthcare service

Taking care of one's health is not a typical concern in the camp, nor is hygiene, whether personal hygiene or in terms of keeping homes and the camp as a whole clean. There is also very little understanding of the nature, causes and possible preventers of chronic disease.

Many poor health practices are the result of material deprivation. For example, many children do not wear boots, even during winter months. According to health coordinators, Roma children are more likely than their peers to suffer lung and heart diseases, although are no more likely to suffer skin or infective diseases.

For example, Roma parents encounter problems when they go to community health centres because they are not aware of the formal, generally phone-based, procedure for registering for medical check-ups. There are also financial barriers. For certain medical checks, there is a small fee, called "participation", which parents complained that they cannot afford to pay. While the fee is relatively low in absolute terms (0.40 Euro for a visit to a doctor; 1.20 Euro for a visit to a specialist), even these sums are beyond the budgets of typical Roma families in Podgorica. This is also a problem with prescriptions: some medicines must be paid for, and most families cannot afford to pay even a nominal fee.

Children undergo a medical check before enrolling in school, and have files in the local health centres. In 2013-14, seventy-two camp children were enrolled in the first

grade, and all can make use of health services. All children who enrolled in earlier years can do the same.

vi. Additional services

No additional data.

vii. Family literacy and related programmes

Children suggested that family literacy classes should last no more than an hour per lesson, but could run a couple of times per week. They expressed a desire to be rewarded for their attendance. (In previous initiatives, children received small incentives for attendance, such as chewing gum, tissues and soap.)

In terms of topics, children emphasised their interest in animals: some local have horses, and almost all have pets, e.g. dogs, cats or chickens. Some children said they would like to learn about the lives of recognisable Roma from TV, e.g. Esma Redzepova, a famous singer.

Romania

i.　　Family structure, socio-economic status & employment

Amongst the adults in the focus group, jobs included: builder (three people), working in an orchard, working at a window company, and working as a personal assistant.

ii.　　Parents' beliefs, values and expectations

Educators identified "four distinct groups in terms of status and respect for tradition":

- The traditional community
- And even more traditional group known as the Gabori, whose children tend to drop out of school early
- The less traditional Roma of the Byron area, who do not wear traditional costumes
- The Roma of the Bulevardul Muncii area. This group is highly marginalized and is characterised by poor school attendance and little to no parental engagement. Children in this group collect and recycle waste to help their parents make a living.

Disciplinary methods cited by focus group adults included: forbidding children to do what they like, e.g. watching TV; refusing to buy children what they ask for; sending them to a corner; and shouting at them. Parents did cite some instances of children who were not disciplined appropriately. According to children, parents send them to sit next to the wall or demand that they come sit on the parents' knee when they are acting up.

iii.　　Roma children at home

On space for homework, this exchange between an interviewer and a child illustrates what is meant by shared space:

A: "I have a small table in the room. That's the place where I do my homework." Q: "What else do you have on the table?" A: "Only notebooks, but this is the place where I eat too." Q: "And the table is in the room where you stay or in a different one?" A: "In the room where we stay is the table too. We have only one room."

iv.　　Roma children at school

Of the 11 children in the focus group, nine said they liked school; however, only two were able to explain why, agreeing that it was because "we learn a lot".

There are a number of extracurricular programmes targeted at Roma children, including:

- Every Child in Preschool
- After-school programmes organised by the Christian Association Diaconia

- A programme known as "Come to School", organised by UNICEF
- The Wonderland programme
- Student volunteers working with pupils
- Local citizen volunteers who help to transport children to school and prepare them for national exams outside school hours.
- Roma staff in schools: one of the two schools has five Roma staff members, including teachers of the Romani language.
- Parental engagement strategies

Educators cited four parental engagement initiatives:

- Parents School, a concept that varies widely between schools but which may include parent-teacher meetings or workshops for parents
- Parents Counselling, sponsored by Save the Children
- Various programmes held during a week in the academic year known as "A Different School". This week occurs once a year, prior to the end of spring term. Regulated by the Law of Education, the week sees an abandonment of conventional teaching in favour of informal activities such as trips, workshops and visits to museums
- A programme in Pata Rat, a slum area in Cluj, from where some of the children in our own project will be drawn.

v. Health literacy, health practices and the healthcare service

Seven of the eight adults in the focus group rated their relationship with the local doctor's surgery as good to very good. Adults said they went to the doctor when necessary, and took the prescribed medication.

Doctors argued that some families come to surgery "just to receive free medicine, because they cannot afford to pay for them". There was criticism that some adults take pills without prescriptions.

Doctors feel that some families show a good level of health literacy, coming into surgery at the first sign of illness, taking their vaccines, and respecting the prescribed medications.

Dental hygiene is generally thought to be poor.

vi. Additional services

Educators identified a number of NGOs and other organisations working in the local area:

- Save the Children, who work on drop-out prevention and school counselling
- Family Reunited, who focus on leisure activities and the provision of school materials

- Worldvision, which takes children on excursions
- Ovidiu RO, which sponsors "Every Child in Pre-school"
- Kristian Associatian Diaconia, which provides hot meals for children and after-school clubs
- UNICEF, which provides training for school mediators and directors, as well as a summer kindergarten
- Fundation Castelul Banffy
- Saint Moise Arapul
- ASI Roma, which provides training for teachers who teach Roma pupils
- APIS Campia Turzii
- CRCR (Resource Centre for Roma Communities), which leads programmes in rural areas
- Pro Roma (Bert Lory), a mediation centre in Pata Rat
- Coastei Roma Community Association – Multifunctional Educational Centre
- FRCCF (Romanian Foundation for Community, Children and Family)
- Foundation for People Development
- Association Christiana
- Caritas
- European Roma Rights from Budapest
- Ernest International
- United Nations Development Programme
- ANR.

vii.   Family literacy and related programmes

No additional data.

Slovakia

i.   Family structure, socio-economic status & employment

One of the interviewed mothers is a qualified weaver, but must now stay at home to take care of her disabled husband. When younger, she hoped to take a nursing course, but this didn't happen, and now she lacks the time. However, she knows other Roma women who did complete this course and now work as health care attendants.

Children feel that they are part of two cultures (Roma and Slovakian), but prefer the mainstream Slovakian culture. This is not an issue they are comfortable discussing, according to the interviewer.

ii.   Parents' beliefs, values and expectations

Education and learning-related beliefs, values and expectations

According to community workers, parents generally do not believe that education leads to a better life. However, the two parents interviewed contradicted this, saying that they do believe education will provide for better employment and an improved life. As one observed: "school and education help in life and in everything." Both parents pointed to their own families as positive examples. The interviewed mothers said they do support their children's education. One daughter is at secondary school and would like to go to work abroad, while the son wants to attend the local business academy. However, both parents said that "there are better and worse parents", highlighting other Roma who do not send their children to school.

Community workers noted that parents tend to lack confidence. This lack of confidence may explain the difference of opinion between these workers and parents themselves: parents may believe in education, but lack the confidence and skills required to act on that belief and convey it to their children.

General parenting practices

According to social workers, many Roma adults engage in "free parenting" – that is, they do not provide enough constructive discipline and guidance for their children. This has a negative impact on their children's education. As one parent noted, the children are "usually [the] mirror" of the parents.

It was reported that children like to spend time with their grandparents, who they generally live with or close to. However, grandparents are not engaged in their grandchildren's learning.

Language and literacy

Local Roma parents tend to have relatively poor literacy skills. Those who do read for pleasure tend to read simple magazines at most. On the whole, television is the primary leisure pastime.

One interviewed mother said that her daughter used to use the library to borrow books. She said that she herself used to read books for pleasure, but now got a headache when she tries.

iii.　Roma children at home

Some children said they did their homework in bed, because of lack of space.

Children said they have quite a lot of free time, which they tend to spend playing in the street. As one child said: "the street is our second home." Some of the children do sport, play games and go to a fitness centre. However, there used to be a town club for young people, but it is now closed down because some young people would show up inebriated and get into fights. The local school offers after-school activities, but children said that they especially enjoyed the town club, because it gave them the chance to meet young people from other parts of town.

iv.　Roma children at school

Children said that they wished their learning was more exploratory and creative. For example, when learning about animals, they said they would like to spend less time memorising skeletons, and more time learning interesting things about the animals. They also expressed a desire to do more project-based learning.

Some children attend extracurricular clubs at schools. Others attend clubs in community social centres. The latter clubs are typically preferred, as they are attended by children from similar social backgrounds, and do not demand fees.

Pupils said they wished they could learn what they are interested then, not what their teachers want them to learn. They felt their interests were not catered for in school. They also said that they would like to receive rewards for the effort they show, not just for their results. "We spend a lot of time with their teachers – they are our second parents," said a seventh grader. Pupils feel that their teacher should understand them better than they do – the teachers were young once themselves, they note.

v.　Health literacy, health practices and the healthcare service

School staff said that they did not observe any serious problems with regard to pupils' health practices. However, they said that there was a concern with regard to children sometimes not having money to pay for school meals.

Community workers feel that parents need additional education regarding healthy diets for their children and meeting the physical needs of babies and young children.

The community workers cooperate with paediatricians to identify problems and to provide for physical needs of children. Most work is done with younger parents, who tend to do a poor job of taking care of their children.

vi.   Additional services

No additional data

vii.   Family literacy and related programmes

Younger children would be interested in a programme that focused on making reading fun. Examples of enjoyable initiatives included: reading at a haunted house, a pyjama party, and a competition with awards.

Annex B: Data collection templates

Guidelines for using the local needs analysis data collection templates

The first cells of each pro forma explain how to use the document.

Please note that you may get data about one topic from a number of data sources. For example, data about a child's experience of and attitudes to school may come from three or even more data sources, including: 1) a focus group with children, 2) your own observations from working with these children on other programmes, 3) a focus group with parents. Please list each of these data sources separately. IOE will synthesise all of the findings when writing the needs analysis report.

If you need to add more data sources than there is room for, please simply add cells/rows as necessary.

If the level of importance for a topic is listed as very important, then you must provide information on this topic. If no data are available on this topic, please say so. This in itself will be useful information for our report.

The listing of "very important" topics is based on the feedback you provided in Podgorica. However, there will be meaningful local differences, so please add topics that are important for understanding local needs, strengths and interest.

Needs analysis data collection template - CHILDREN

1. HOME	
1A. Child's roles & responsibilities E.g. Do children work? Doing what? How much? Impact on schooling. Children supporting parents' activities, e.g. through translating.	**Level of importance = Very important**

Data source 1
In this cell, please list the type of data source, and provide any relevant information about that data source, as suggested below. NOTE THAT YOU MAY GET INFORMATION ABOUT ONE GROUP, E.G. CHILDREN, FROM OTHER GROUPS, E.G. PARENTS AND HEALTH MEDIATORS. I.e. a parent focus group may be a source of data about children. • **Observation**: Indicate type of observation, e.g. "Observations while working in Roma camp for 7 years on a range of programmes, including…") • **Report(s**): Provide full reference, i.e. title, author, year, etc. • **Focus group(s) / interview(s)** w/Roma children or parents; health mediators working with Roma, other stakeholders. Please provide descriptive information about focus groups, e.g. number of people involved, type of people involved, number of years they have worked with Roma, etc. • **Other** data sources (Please describe)
Findings from Data source 1
In this cell please write the relevant findings from data source 1, whether that was a focus group, report, observation, etc. Please write as much as you feel is relevant – the more information you provide, the better. Please classify your findings under the following headings: **Needs** **Strengths** **Interests** (Please also include any additional comments you have. E.g. "The participants of this focus group showed little interest in this topic", or "Based on my observations working with the Roma children in this camp, I feel that this topic is particularly important, because….")
Data source 2
In this cell, please list the type of data source, and provide any relevant information
Findings from Data source 2
Needs
Strengths
Interests
If there are additional data sources addressing this topic, please add cells as necessary

1B. Interests E.g. What topics do children enjoy in school? What topics do they wish were covered, but aren't?	**Level of importance = Very important**

Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
1C. Time and space Is there space in home for child, e.g. to read, do homework? How much free time do children have, and how do they spend it?	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
1D. Cultural identity E.g. Sense of belonging to mainstream national culture? Roma culture? Do children feel part of two (or more) cultures? Is there a Roma-specific identity until children begin school, then must live in 2 worlds?	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
1E. Language skills and practices E.g. language used at home; how good in national language	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths**	

Interests	
If there are additional data sources addressing this topic, please add cells as necessary	
1F. Literacy skills and practices Literacy skills (e.g. "Compared to other children in your school/neighbourhood, how well do you read?") Literacy practices & attitudes (e.g. how much/often do they read outside school, what do they like to read, how much do they like reading, what dislike etc.)	**Level of importance = Very important**
Data source 1	
Findings from Data source 1	
Needs	
Strengths	
Interests	
If there are additional data sources addressing this topic, please add cells as necessary	
1G. Children's opinions about a family literacy programme What would they like a FL programme to include? What should it not include?	**Level of importance = Very important**
Data source 1	
Findings from Data source 1	
Needs	
Strengths	
Interests	
If there are additional data sources addressing this topic, please add cells as necessary	
1H. Informal learning practices Learning through parents, grandparents, siblings, extended family Children as educators/teachers of younger siblings, cousins, etc	**Level of importance = Very important**
Data source 1	
Findings from Data source 1	
Needs	
Strengths	
Interests	
If there are additional data sources addressing this topic, please add cells as necessary	

PLEASE ADD ANY ADDITIONAL CATEGORIES RELATED TO CHILDREN IN THE HOME, IF YOU DEEM THOSE CATEGORIES IMPORTANT FOR UNDERSTANDING THE NEEDS OF THE LOCAL ROMA POPULATION	**Level of importance = Optional**

2. SCHOOL	
2A. Academic interests What do they like to learn about, formally & informally? What would they like to learn about, but don't get the chance? What do they like about school? What do they dislike?	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
2B. Educational hopes & expectations	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
2C. Peer relations	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
2D. Attainment, factors supporting attainment, & barriers to attainment	**Level of importance = Very important**
Data source 1	
Findings from Data source 1	

Needs **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
2E. Support received from teachers, other staff What support do they wish they got? Why don't they get it?	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
2F. Roma staff in schools E.g. Teaching Assistants, other staff If there are no Roma staff, do children think Roma staff would make a difference? Why?	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
PLEASE ADD ANY ADDITIONAL CATEGORIES RELATED TO CHILDREN'S SCHOOLS, IF YOU DEEM THOSE CATEGORIES IMPORTANT FOR UNDERSTANDING THE NEEDS OF THE LOCAL ROMA POPULATION	**Level of importance = Optional**

Needs analysis data collection template – PARENTS & GRANDPARENTS

NB: THROUGHOUT THIS DOCUMENT WE REFER PRIMARILY TO "PARENTS"; HOWEVER, PLEASE ALSO GATHER DATA ON GRANDPARENTS WHERE FEASIBLE.

3. Family structure, socio-economic status & employment	
1A. Socio-economic status and employment Heterogeneity/homegeneity of local Roma population Level of local Roma disadvantage Education levels of parents and others in the home Employment	**Level of importance = Very important**

Data source 1

In this cell, please list the type of data source, and provide any relevant information about that data source, as suggested below. NOTE THAT YOU MAY GET INFORMATION ABOUT ONE GROUP, E.G. CHILDREN, FROM OTHER GROUPS, E.G. PARENTS AND HEALTH MEDIATORS. I.e. a parent focus group may be a source of data about children.

- **Observation**: Indicate type of observation, e.g. "Observations while working in Roma camp for 7 years on a range of programmes, including…")
- **Report(s**): Provide full reference, i.e. title, author, year, etc.
- **Focus group(s) / interview(s)** w/Roma children or parents; health mediators working with Roma, other stakeholders. Please provide descriptive information about focus groups, e.g. number of people involved, type of people involved, number of years they have worked with Roma, etc.
- **Other** data sources (Please describe)

Findings from Data source 1

In this cell please write the relevant findings from data source 1, whether that was a focus group, report, observation, etc. Please write as much as you feel is relevant – the more information you provide, the better. Please classify your findings under the following headings:

Needs

Strengths

Interests

(Please also include any additional comments you have. E.g. "The participants of this focus group showed little interest in this topic", or "Based on my observations working with the Roma children in this camp, I feel that this topic is particularly important, because….")

Data source 2

In this cell, please list the type of data source, and provide any relevant information

Findings from Data source 2

Needs

Strengths

Interests	
If there are additional data sources addressing this topic, please add cells as necessary	
1B. Structure of the home 3-generation-plus? Role of grandparents in child's learning Extended family Which family members come into contact with school figures? Which family members are the link with healthcare, other social services?	**Level of importance = Very important**
Data source 1	
Findings from Data source 1	
Needs	
Strengths	
Interests	
If there are additional data sources addressing this topic, please add cells as necessary	
PLEASE ADD ADDITIONAL CATEGORIES RELATED TO FAMILY SOCIOECONOMIC STATUS AND FAMILY STRUCTURE, IF YOU DEEM THOSE CATEGORIES IMPORTANT FOR UNDERSTANDING THE NEEDS OF THE LOCAL ROMA POPULATION	**Level of importance = Optional**

4. PARENTS' BELIEFS, VALUES AND EXPECTATIONS	
2A. Cultural values and beliefs	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
2B. Education and learning-related beliefs, values and expectations Parents' resources and understanding of the education system Parents' views of themselves and their responsibilities re education, including motivation / confidence in helping their children Learning-related parenting practices, e.g. attitude to school work, homework Parental expectations about child, e.g. attendance, attainment, enjoyment, projected number of years in school, etc. Attitudes about their own potential for learning, skills development	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
2C. General Parenting Practices E.g. forms of child discipline	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	

If there are additional data sources addressing this topic, please add cells as necessary	
2D. Language And Literacy Issues Language and literacy skills of parents, grandparents, other family members Literacy practices in the home: Home Learning Environment. E.g. number of books in the home, do parents read newspapers or books? Language(s) spoken at home	**Level of importance = Very important**
Data source 1	
Findings from Data source 1	
Needs	
Strengths	
Interests	
If there are additional data sources addressing this topic, please add cells as necessary	
2E. Parents' and Grandparents' Opinions About a Family Literacy Programme What would they like a FL programme to include? What should it not include?	**Level of importance = Very important**
Data source 1	
Findings from Data source 1	
Needs	
Strengths	
Interests	
If there are additional data sources addressing this topic, please add cells as necessary	
2F. Parents' Formal And Informal Learning Past and current formal education Past and current informal learning	**Level of importance = Very important**
Data source 1	
Findings from Data source 1	
Needs	
Strengths	
Interests	
If there are additional data sources addressing this topic, please add cells as necessary	

PLEASE ADD ANY ADDITIONAL CATEGORIES RELATED TO CHILDREN IN THE HOME, IF YOU DEEM THOSE CATEGORIES IMPORTANT FOR UNDERSTANDING THE NEEDS OF THE LOCAL ROMA POPULATION	Level of importance = Optional

5. HEALTH	
3A. Parents' health practices, beliefs & attitudes	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
3B. Parents' access to and use of healthcare services Including reasons for poor access / use	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
PLEASE ADD ANY ADDITIONAL CATEGORIES RELATED TO PARENTS' HEALTH, IF YOU DEEM THOSE CATEGORIES IMPORTANT FOR UNDERSTANDING THE NEEDS OF THE LOCAL ROMA POPULATION	**Level of importance = Optional**

Needs analysis data collection template – FAMILY LITERACY PROGRAMMES, NGOS & OTHER SERVICES

6. Family literacy programmes In school or in the community. Current, previous, plans for future programmes Stakeholders' experiences of and thoughts about current and previous programmes
Data source 1 In this cell, please list the type of data source, and provide any relevant information about that data source, as suggested below. NOTE THAT YOU MAY GET INFORMATION ABOUT ONE GROUP, E.G. CHILDREN, FROM OTHER GROUPS, E.G. PARENTS AND HEALTH MEDIATORS. I.e. a parent focus group may be a source of data about children.   **Observation**: Indicate type of observation, e.g. "Observations while working in Roma camp for 7 years on a range of programmes, including…")   **Report(s**): Provide full reference, i.e. title, author, year, etc.   **Focus group(s) / interview(s)** w/Roma children or parents; health mediators working with Roma, other stakeholders. Please provide descriptive information about focus groups, e.g. number of people involved, type of people involved, number of years they have worked with Roma, etc.   **Other** data sources (Please describe)
Findings from Data source 1 In this cell please write the relevant findings from data source 1, whether that was a focus group, report, observation, etc. Please write as much as you feel is relevant – the more information you provide, the better. Please classify your findings under the following headings: **Needs** **Strengths** **Interests** (Please also include any additional comments you have. E.g. "The participants of this focus group showed little interest in this topic", or "Based on my observations working with the Roma children in this camp, I feel that this topic is particularly important, because….")
Data source 2 In this cell, please list the type of data source, and provide any relevant information
Findings from Data source 2 **Needs** **Strengths** **Interests**
If there are additional data sources addressing this topic, please add cells as necessary

PLEASE ADD ADDITIONAL CATEGORIES RELATED TO FAMILY LITERACY PROGRAMMES, IF YOU DEEM THOSE CATEGORIES IMPORTANT FOR UNDERSTANDING THE NEEDS OF THE LOCAL ROMA POPULATION	**Level of importance = Optional**

7. SCHOOLS	
2A. Parental engagement strategies and programmes In addition to the family literacy programmes discussed above	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
2B. Support for Roma pupils Special programmes General support School and teacher attitudes to Roma families Roma staff in schools Curriculum: does it include Roma culture, history, issues?	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
PLEASE ADD ADDITIONAL CATEGORIES RELATED TO SCHOOLS, IF YOU DEEM THOSE CATEGORIES IMPORTANT FOR UNDERSTANDING THE NEEDS OF THE LOCAL ROMA POPULATION	**Level of Importance = Optional**

8. SERVICES FOR ROMA	
3A. Links between education, health and other services Examples of interagency working; barriers to it; etc. (NB: If any health-related issues have not been covered in the Children & Parents Needs Analyses, please address them here.)	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
3B. Roma NGOs working in local area Services provided, programmes offered	**Level of importance = Very important**
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
PLEASE ADD ADDITIONAL CATEGORIES RELATED TO LOCAL GOVERNMENTAL AND NONGOVERNMENTAL SERVICES FOR ROMA, IF YOU DEEM THOSE CATEGORIES IMPORTANT FOR UNDERSTANDING THE NEEDS OF THE LOCAL ROMA POPULATION	**Level of Importance = Optional**

9. LOCAL ROMA HISTORY AND CONTEXT	
History, recent experiences, population, culture, local population attitudes to Roma	
Data source 1	
Findings from Data source 1 **Needs** **Strengths** **Interests**	
If there are additional data sources addressing this topic, please add cells as necessary	
PLEASE ADD ADDITIONAL CATEGORIES RELATED TO LOCAL ROMA HISTORY AND CONTEXT, IF YOU DEEM THOSE CATEGORIES IMPORTANT FOR UNDERSTANDING THE NEEDS OF THE LOCAL ROMA POPULATION	**Level of Importance = Optional**

National-level Data Collection Template

Introduction

This data collection template has three sections. The first section asks you to add English-language sources to our current list. If there are no additional English-language sources, please let us know by email.

The second section is particularly important. This section provides a template for you to add non-English language sources, with information about the sources. This information will form an important component of the needs analysis process.

The third section provides a list of the categories we are interested in. As noted in that section, however, please do add categories if the sources you uncover provide useful information in areas not listed here.

1. English-language sources providing information on Roma needs, strengths &/or interests in your country

Can each team please see the country-specific titles we have included in the folder Copy/WP4/Background sources? If there are additional English-language sources we have missed, could you please add them in the list below and email the list to us??

Romania	Slovakia	Montenegro

2. Non-English-language sources

[Please add as many sources as you can find.]

Title	Needs analysis categories for which this source provides information (See local needs analysis templates for additional details on these categories)	Key messages for each category cited in column 2
		Needs **Strengths** **Interests**
		Needs **Strengths** **Interests**
		Needs **Strengths** **Interests**
		Needs **Strengths** **Interests**

		Needs **Strengths** **Interests**
		Needs **Strengths** **Interests**
Please add cells as necessary		

3. Needs analysis categories

Here is a list of needs analysis categories that we are collecting data on. Please see the local needs analysis templates for additional details on these categories. Please also add category is where appropriate – i.e. if the source you include provides additional information you consider valuable.

Children - home

- Child's roles and responsibilities
- Child's interests
- Time and space available to child
- Cultural identity
- Child's language skills and practices
- Child literacy skills and practices
- Child's opinions about a family literacy programme
- Child's informal learning practices

Children – school

- Academic interests
- Educational hopes and expectations
- Peer relations
- Attainment, factor supporting attainment, and barriers to attainment
- Support received from teachers, other staff – including support desired by pupils but not received
- Roma staff in schools

Children – health

- Children's health practices, beliefs and attitudes
- Access to and use of healthcare services

Parents and grandparents

- Socio-economic status and employment
- Structure of the home
- Cultural values and beliefs
- Education and learning-related beliefs, values and expectations
- General (non-education-focused) parenting practices
- Language and literacy issues
- Parents' and grandparents' thoughts about the objectives and structure of a family literacy programme
- Parents' formal and informal learning
- Health practices, beliefs and attitudes
- Access to and use of healthcare services

Family literacy programmes in the school or community

- Current, previous, future

Schools

- Parental engagement strategies and programs
- Support for Roma pupils

Services for Roma

- Links between education, health and other services
- Roma NGOs working in local area

Local Roma history and context