



Socrates

## **SOCRATES COMENIUS PROJECT: “ETHNIC MINORITIES AND SECONDARY EDUCATION – ROMA CHILDREN”**

### **THE ORGANISATION OF RESEARCH IN THE SLOVAK REPUBLIC**

The research sample in the Slovak republic has included 128 respondents (students in the age of 12-16, their parents and teachers). The research was organised in the northeast and the southeast part of the Slovak republic, because in these areas lives the biggest Roma population.

In the realisation of the research, we applied the administrators for help. The administrators were the persons, who we had known on behalf of previous work experience. We had created the *manual for administration of questionnaires* for administrators. Each of the administrators have obtain at least one set of questionnaires which contains:

- a questionnaire for students,
- a questionnaire for parents,
- a questionnaire for teachers.

The administrator wrote down into the questionnaire a code, according to the sex of students. The code for a girl was No. 1, for a boy was code No. 2.

The selection of respondents was done by chance. The object of the research was a Roma student, aged 12-16.

#### Organisation of research

- the research with student and his/ her parent was realised in form of an interview, the answers were recorded by administrator
- before the start of interviews with students, the administrator had to apply for an agreement by his/ her parents
- the interviews were realised without another persons, just in pairs
- the administrator informed respondents about the aims of interviews, he assured them about anonymity, he asked for true answers
- in case the respondent did not understand the questions, administrator had to explain the questions
- the administratos could write into qestionnaires his/ her own observations from interviews, the reactions of respondents
- in case the interview was realised in school, the administrator informed the director of school with research aims.

After the completion of the questionnaire sets, the administrators sent it to the NIE (SPU) where the results were approved.

### **Research report- students**

Research report flow from the PHU 2005 as mark D 55 Ethnic minorities and secondary education- Roma students. The aim of project is to analyse possibilities of influencing the education process of various ethnical minorities (Romany students) on second degree, to define extent and strategy of support, simplify the access to study, its stability, and successful finishing. Research sample included 128 respondents (students) – member of Roma ethnic, their parents and teachers. The research offers the summary of results based on student's answers at the age 12-16, when they are due to feed compulsory education. The report was elaborated in accordance with coordinator instructions. (Fundación Secretariado General Gitano-Spain)

The report presenting research results is determined to all collaborated project partners

### **Situation within the current educational system**

#### **Perception of school**

Approximately 65,64% of inquired students percept school as overall good. Student from Rudnany town said: „they are good teachers, they are very kind to us“. Another 22,66% of students percept school as moderate. (They claim, they had some troubles with teachers, or students as well as they face the lacking motivation in educational process.). The opinion of a student from Rudnany town: “I would like to change the school as a whole, because it is old-fashioned“. The overall negative perception of school, teachers, duties as homeworks expressed just 11,72% of respondents.

#### **School improvements**

5, 47% of students would like to change their classmates in school. „I wish there were more Roma students“- states a student from Lucenec town. 52,34% of inquired would like to change the lack of prompts, materials and aids. The opinion of a student from Jasov town: „I would like to improve the equipment in our school, we would like to have computers“. About teachers complain 10,94% of respondents. The opinion of a student from Martin: „I would like to change some teachers, especially those who are impertinent. The subjects or learning content percept 10,16% of respondents as negative. A student from Kosice town said: „I would like to learn foreign languages more frequently“. About 21,09% of inquired students would not want to change anything in school. „ I do not think, its essential to change settings in this school, we receive everything we need“, said a student from Jasov town.

#### **Overall educational situation.**

43,75% of inquired students do like to study, they feel motivated. The opinion of a student from Kosice town: „our school is good, I like going there, I enjoy the

educational process. "Another 35,94% of students like attending their school, but they feel not to be motivated, the school seems boring for them. The opinion of a student from Martin town: „I often run away from school, I am bored there". The school do not like to attend 20,31% of respondents. A student from Košice said: „I don't like attending my school, because I do not have any snack and I am ashamed.

### **Most favourite subject**

The most favourite subject was the physical education for 24,22% of respondent. Next followed the musical education- 21,09% of students. Surprisingly followed mathematic – 15,63% of students. Natural sciences-biology liked 14,06%, Slovak language 8,59%, social sciences-history- 7,03% of student. Workshops liked 3,91% of inquired students, manual art - 0,78%, foreign language -1,56% of respondents and religion education 0,78% of inquired students.

### **Least favourite subject**

The least favourite subject has become mathematic what expressed 32,03% of students. The natural sciences-biology do not like 24,22% of students. Slovak language do not like 21,86% of respondents. 7,81% of respondents said, that they did not like foreign language and social sciences-history. Workshops marked 3,13%, musical education 1,56% and manual art 0,78% of respondents.

### **Relationship with teachers**

Basically a good, open relationship with teachers expressed 33,59% of students. According to the statements of students, teachers were open-minded, humorous, susceptible. The opinion of a student from Košice town: „our teacher is just to all students, kind though strict". 56,25% of inquired students said, they had a good relationship with some of the teachers and with some not. Overall bad relationships with teachers stated 7,81% of students.

### **Contact with counselling department**

A contact with counselling department expressed 48,48% of students. On the other hand, any contact with counselling department did not have 51,51% of respondents.

### **Participation in activities**

The participation in extracurricular activities that had been organised by school acknowledged 38,28% of students. A student from Kosice town:„ I represent our school in musical and Roma dancing". On extracurricular activities that are not organised by school participate 10,16% of inquired students. A student from Kokava nad Rimavicou town said, she danced in a Roma club". On extracurricular activities definitely do not participate 51,56% of students. „Extracurricular activities need to be paid, it is expensive" presented a student from Martin.

### **Relations with peers**

With classmates get on well approximately 67,19% of students. A student from Kosice town: „I have a good relation with all my classmates". 16% of inquired students said, that the relations within class were of various types, depending on individual behaviour. Good relations within members of the same ethnical group, but

not good relations with others expressed 14% of respondents. A student from Jasov town: „With non Roma students we do not have good relations”.

On the other hand, good relations within members of the same ethnical group, but not good relations within another ethnical group stated only 5,47% of students. Bad relations with non Roma expressed 0,78% of respondents. „I have better relations with Romas, because they are as poor as me” – said a student from Gelnica town.

### **Reasons for failing in a certain subject**

As the reason of failing in a particular subject, for not understanding the subject matter, stated 25,78% of students. 40,63% of respondents named the reason of failure insufficient effort, they were not motivated. A student from Kosice town: „The subject was boring”.

The teachers do not explain in an appropriate way, what was the reason for failing the subject, expressed 5,47% of respondents. The opinion of a student from Kokava nad Rimavicou town: „The teacher explains the new stuff in Slovak language unsufficiently, but if I did not understand, she would explain again”. 25,78% of students mentioned, they did not manage the subject, because of finding it difficult. A student from Kosice said: „I simply do not understand certain subjects”. The absence was the main reason for failing a subject for 2,34% of students.

### **Learning skills**

50% of students showed the effort to complete all their tasks including homeworks. 8,59% of students stated, they completed only school tasks. 7,05% of students have completed only homeworks. A student from Martin town said: „I complete the homeworks, for I do not want to get a wrong mark at school”. The school tasks and homeworks did not complete 9,36% of inquired students. „I do not complete the tasks, I am lazy and it is boring”, said a student from Košice town. 25% of students mentioned, they completed the homeworks and school tasks occasionally, from time to time. A student from Košice town says: “I complete my homeworks only when I feel tedious at home”.

### **Reasons for failing to complete work**

The subject did not like/ it was boring for 41, 40% of respondents, what was the reason for failing to complete any kind of tasks. A student from Martin: „I was lazy to complete the tasks”. 24,22% of respondents mention the lack of time as the reason for not completing homeworks. A student from Ubrež town: “I do not have time for completing homeworks”. As another reason for not completing the tasks named 28,13% of students the difficulty in understanding a particular subject. 9,38% of students stated, they missed suitable learning conditions at home. „There is always something to do at home, except of homeworks”–said a student from Košice town.

## **Situation in education of pupils at the age of 6-11 (primary level)**

### **Academic standing**

The situation in primary education was optimal for 56,25% of respondents. „I appealed going to primary level, we made a lot of trips and had less homeworks”, stated a student from Gelnica town. 29, 69% of students mentioned, they were

satisfied with the situation at primary level. A student from Rudnany town said: „ I liked going to school, I had not to repeat any class“. As uncomfortable regarded the situation at primary level 17,19% of respondents. „In the second year of study, I was not successful, I had to repeat the class again, the classmates were not successful either.“ – a student from Lučenec town.

### **Peer relations**

The relations with peers marked as good 84,38% of students. „The relations with peers were good at primary level“ – a student from Kosice town. 15,63% of students had normal relations with peers and bad relations named none of them.

### **Relations with teachers**

Good relations with teachers mentioned 71, 09% of students. A student from Poltár: „We had just 1 teacher, she was just and able to forgive“. 19,53% of students had normal relations with teachers and 9,38% had bad relations.

### **Learning expectations**

#### **Purpose of learning**

The fact, education is necessary for future better life named 24,22% of inquired students. A student from Sirk town: „The school is necessary, I want to be educated and have better life than my parents are having at the moment“. 6,25% of students think, the education is necessary for gaining certain access to follow- up study. For 50% of inquired students, is the aim of studying to acquire knowledge. „I visit school in order to get knowledge“ – said a student from Kosice town. The education is necessary to help my siblings with learning, eventually my parents want me to attend the school, stated 19,53% of respondents. „ I have to go to school in order my parents can get the social benefits“ – said a student from Rudňany.

#### **Short-term expectations**

Finishing of a certain vocational study imagine 54,69% of respondents. A student from Rudňany: „I would like to continue my studies at vocational school and became a motor mechanic“. A certain university degree would like to obtain only 7,81% of respondents.

„I would like to continue my studies at secondary school and then to continue at university“, said a student from Sirk town. 12,5% of respondents would like to work without any additional education. „I would like to go to work, might it be illegal work too, though if I could not find some work, I am lazy to continue in education“. – stated a student from Rudňany town. 3,13% of respondents mentioned, they „do not want to do anything“ in short term future. „In the short term future I do not want to do anything, except of staying home“– said a student from Ubrež town. 3,19% of students stay at home and will help their family. The opinion „I have not decided myself yet, for I do not know what to do“ expressed 19,97% of students. A student from Poltar said: „ I don't know yet, what I want to do after finishing compulsory education“.

#### **Long-term expectations**

A specific profession requiring vocational studies would like to perform 7,81% of inquired students. A student from Košice town: „I would like to dance, or possibly

continue studying at university". A vocational degree would like to finish 25% of respondents. A student from Poltar town said: „I would like to perform an occupation dealing with car". A specific profession requiring only basic training or no training at all imagine 31,25% of respondents. 6,25% of students want to have a job, for which they would not need any kind education. Only 1,25% of respondents do not want to work at all. 3,13% of inquired students said, they want to get married and stay at home in the future. 16,41% of students do not know, what they would like to do in the future. „I don't know, what I want to do in the future yet", said a student from Ubrez town.

## **The family's opinion on school**

### **Parents-school relations**

An overall good perception of school/ optimal communication/ relations expressed 44,53% of students. „ My parents visit parent meetings, they ask my teacher for my behaviour and results" – said a student from Rakusy town. 28,13% of inquired students said, their parents have good perception of school, but the communication is difficult. „ My parents do not visit parent meetings, they have no time"– said a student from Rakusy town. A poor perception of school in terms of education (because of curricula, contents) expressed 7,81% of inquired. A student from Martin town stated: „My parents wish, I would go to school until it necessary, till the end of compulsory education". Because of classmates, poor perception of school have 3,13% of respondents. 16,41% of students have mentioned poor perception of school by parents in terms of the teaching staff and organisation. A student from Košice town said: „ My parents are not satisfied with this school, there are unprofessional teachers".

### **Educational background of the family**

Higher education achieved by either parent and/or older siblings have mentioned only 6,25% of students. Vocational education achieved by either parent and/or older siblings expressed 32,03% of inquired students. 40,63% of parents have finished compulsory education. Very low level or no formal education at all, have noticed only 0,78% of students. 20,31% of students failed to indicate the achieved education by their parents.

### **Family's attitude towards education**

Positive perception on education and its need expressed 78,13% of inquired. 21,88% of parents regard school as negative, sceptical.

### **Parents' expectations on education**

Achieving the higher education of their children expect 8,59% of parents. „My parents wish I would successfully finish the university and at the same time to find a good job" – said a student from Martin town. 19,53% of parents expect a vocational education of their children. „My parents wish I would finish vocational education and would find a job". – stated a student from Zemianska Olca town. 27,34% of parents regard the basic education as adequate. „My parents wish I would finish only basic education", said a student from Kosice town. 0,78% of parents wish their child would

study till he/ she would get married. Till the end of compulsory education age should study 20,31% students of inquired parents. A student from Jasova said: „ My parents wish I would go to school till the end of compulsory education“. 15,63% of students failed to mention, what their parents' expectation on them was. „I don't know what my parents think“, stated a student from Košice town. Only 0,78% of parents wish their children would finish the education as soon as possible.

### **Attitudes according to gender**

Opinions on education according to gender would remain the same by 54,69% of respondents. 24,22% of inquired students expressed, that opinions on education would change according to gender. 21,09% of students failed to present the opinion on education by their parents according to gender.

### **Cultural identity and inter-cultural education**

#### **Identification within own ethnic group**

The identification to Roma minority regard as positive 69,53% of respondents. „Attitudes of teachers towards us are good, because they do not make any difference between us and other students.“ – said a student from Košice town. Contrariwise, identification to Roma community regard as negative 14,06% of inquired students. „Our teachers do not like, when we speak in Roma language to each other“, said a student from Rudnany town. 16,41% of respondents did not expressed any opinion.

#### **Roma culture addressed at school**

Roma culture is presented at school, stated 69,53% of students. „ We talk about Roma culture mostly during extracurricular activities“- states a student from Gelnica. Contrariwise, 7,03% of students said, that Roma culture was not presented at school. 10,93% of student mentioned, that Roma culture is not being delt at school, but it should be. „Some teachers openly showed their disagreement towards Roma community“- expressed a student from Košice town. At school, there are presented just cultures of another minorities, what stated only 0,73% of inquired students.

### **Family social background**

#### **Social conditions in family**

10.16% of parents of students work as hired workers. As skilled employee work 3.13% of parents of students. As not skilled employee work 17.97% of parents of students. „Both my parents work as not skilled employee“- said a student from Košice town. 48.44% of students expressed, that their parents receive social benefits . „My parents receive the benefits, they are unemployed“, said a student from Martin town. Unemployed are parents of 20.31% of inquired students. „My parents are unemployed“, stated a student from Jasov town.

#### **Number of inhabitants per dwelling**

16.41% of students said, that in their dwelling live less than 4 inhabitants. Between 5-7 inhabitants in dwelling mentioned 57.81% of students. More as 7 inhabitants live in dwelling by 24.22% of students.

### **Problem families on social level**

32.03% of students said, that their family did not have any problems, they were not worried on their lives. A student from Zemianska Olca: „We live in a happy family: me, mother, father and sister. We talk together about everything“. Problems on social level mentioned 67.97% of students. „There are 6 inhabitants in our dwelling. I am worried about the background in which we live. And some Romas spread a bad reputation on us“ – said a student from Martin town.

### **Social- emotional situation at schools**

Good about school feel and at the same time would like to continue in studying 38.28% of inquired students. 41.41% of respondents feel about school depending on classes and the type of a day. 20.31% of students do not feel comfortable about school, these students would like to give up with studies and would leave the education process.

## **Parents Research report**

Research report flow from the PHU 2005 as mark D 55 Ethnic minorities and secondary education- Roma students. The aim of project is to analyse possibilities of influencing the education process of various ethnical minorities (Romany students) on second degree, to define extent and strategy of support, simplify the access to study, its stability, and successful finishing. Research sample included 128 respondents (parents) – member of Roma ethnic, their children and teachers of these children. The research offers the summary of results based on parent's answers. There was elaborated in accordance with coordinator instructions. (Fundación Secretariado General Gitano-Spain)

The report presenting research results is determined to all collaborated project partners.

### **I. Perception of the 1<sup>st</sup> level of primary school**

#### **I.1 Perception of the 1<sup>st</sup> level**

82% of parents expressed that their children attended the 1<sup>st</sup> level of primary school with pleasure, the child liked the school. They often underscore positive access of teachers towards children as well as the fact, the there were less study duties.

Only 6% of parents were unsatisfied with the 1<sup>st</sup> level of primary school. Mother from town Košice shown her opinion that attended school by her children was "village school" unable to fulfill required quality. 2% of parents were not satisfied with classmates. The expression of father of town Košice: "The pupils are different, many of them come from a problem family." 10% of responded parents were not pleased with teacher's approach on the 1<sup>st</sup> level of primary school. Mother of children presented that her child had not succeed in the 1<sup>st</sup> level as a result of a conflict with the teacher.



## **I.2 School results at the end of 1<sup>st</sup> level of primary school**

64% respondents expressed that their children successfully ended the 1<sup>st</sup> level of primary school. However according to plenty of responded the success was, if their children had not to repeat the class.

Average study results were presented by 25% of respondents. Usually, the presented reason was the lack of interest of their children in to school. Mother from Košice shown that "her daughter repeated the class because she did not like learning and she had to help with works at home". 11% of respondents showed that their children did not succeed in the 1<sup>st</sup> level of primary school. They confessed that their children repeated the class for the reason of their lack of time for study with their child. A mother from town Prešov expressed, they had a conflict with teacher.

## **I.3 Schools with a high percentage of Roma students**

28% of respondents agreed with Roma classes. Mother from village Rudňany said: "It is good while more Roma pupils in the class can talk together". 59% of respondents noted, that large grouping of Roma pupils in classroom is sometimes good and sometime not. The positive aspect is seen in equal ethnical membership; they do not bowl out and insult each other. On the other hand some of the parents would prefer the class with less Roma pupils. One of respondents said: "Also Roma children are as same children as others; they also have the right for education". Only 13% of respondents were not satisfied that their child attended the same class with other Roma children. A father from Košice said: "It is not good, because children do not conform to „gádžos,, (Rome name for non-Roma citizens), they do not have idols".

### **I. Perception of secondary level of primary school**

#### **II.1 Perception of secondary level of primary school**

The positive aspects of secondary school education are perceived by 75% of parents. Considerable share results from the fact that students at the age of 16 are already on secondary school, concretely students involved in our project at Secondary Art School in Košice. Mother from Košice said: "I am satisfied with the school, my child like visiting school; there are also Roma teachers in the school".

12% of respondents perceive the school negatively because of classmates. A mother from Košice: "I know there are also problems children in school, indeed there are problem families, but we can do nothing with that". As a result of misunderstanding between parents and teachers 9% of respondents perceive the school environment negatively. Parents usually do not like teachers approach towards Roma children. Only 4% of responded perceive school negatively generally. Father from town Lučenec said: " I would be glad, if they assists my son more with learning, prospectively they would teach them after school".

#### **II.1 Ideal secondary school**

...can imagine 32% of parents. An opinion of mother from Košice: "School should have tolerant teachers". 13% of respondents presented, that school should have the same approach to all cultures; not to select Roma children from non-Roma. "It [school] should be just toward all students" – expressed a mother from Žilina town.

55% of respondents can imagine ideal school providing more school tools, classes with computers. Interesting respond was that students should learn not just mathematics and Slovak language, but also cooking and sewing.

## **Attitude towards studies based on the gender of the student**

### **III.1 Attitude towards studies based on the gender of the student**

83% of respondents presented that the need of the education did not depend on the gender. "My opinion would be the same, because everyone need education" – responded mother from Košice. 17% of parents presented that the matter of gender plays important role in education process. Father from village Poltár said: "My son needs more education, because he should work, the daughter should assist at home".

## **II. Parents expectations from the future**

### **IV.1 Parents expectations from the future**

Only 14% of responded parents showed they did not suppose, that their children will have family. 74% of respondents wish, their children would get a job and could work after finishing school. 12% of parents wish, if their children will have happy family and simultaneously work. A mother from Nitra town showed that she can imagine, that the child "will finish the school, will have the job, will happy marry and will have where to live" in her future.

### **IV.2 Parents' perception of child's interest**

Quite high percentage (41%) of respondents are not familiar, what their child is interested to do after finishing obligatory education. A father from town Martin said: "My son has not decided yet, I will let decide it himself".

40% of respondents wish next professional education of their children. A father from Košice said: "My son should play fiddle for the rest of his life, It is tradition. I brought him up that way". A mother from Košice wishes, her daughter would be a cook, because she helps in the kitchen. Paid job without additional education can imagine for their child only 9% of respondents. 2% awaits from their children a University degree. A mother from Nitra said, she would be pleased, if her daughter would study for veterinary, because she likes animals.

## **III. Purpose of the studies**

### **V.1 Purpose of the studies**

45% of respondents see the purpose of education in easier way for finding the job, better live for educated people; educated child can live more comfortable life. A mother from Košice said: "I wish my son had better future than us, if he will not live in such conditions as so far". 12% noted enhancing the knowledge, cultural level through education. To assists Roma community through education wishes 12% of parents. A father from Košice said: "My son would like to be an entrepreneur in food industry; I wish he will be useful not only for himself but also for the family as well as for whole society". 17% of responded parents expressed, that the education can enable their children to reach larger independence and freedom. Opinion of parent:

"I wish my son would live solidly, would have car, house, money, wife and children". The opinion that the education is needles, because there is large level of unemployment presented 13% of respondents. A mother of Košice presumes, that the children will have dependant on social allowance, because of the lack lack of job opportunities.

## **VI. Need of assistance**

### **VI. Assistance needed to support children's studies**

Certain kind of support enabling the continuation of children in study would need 98% of respondents. Mother from Prešov town showed the opinion:" We would need money more for living like for study. We would need support in order our son could continue in study". Just 2% of responded claimed that they do not need support for making the study possible for their children. Father from Košice town told, he did not need the support, he was employed and took temporary jobs as well.

90% of responded parents acknowledged, they had already receive certain help for securing the study. Children from socially weak families obtained tools and meal in school. No support has been provided to 10% of responded parents.