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Teachers' needs assessment for the (re)integration of Roma pupils in the educational system in Romania

REPORT

within the project MISTO AVILEAN



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This paper was elaborated within the project “MISTO AVILEAN (in Romani, Welcome) Migration = Integration: Service Transfer Optimisation — MISTO” funded by the European Union’s Rights, Equality and Citizenship Programme (2014-2020) through the Grant Agreement 809784 - MISTO - REC-AG2017/REC-RDIS-DISC-AG-2017.

The project is implemented for 24 months, between 01.11.2018 - 30.10.2020, by Terre des hommes Foundation Romania in partnership with: Terre des hommes Foundation Hungary; Fundación Secretariado Gitano in Spain; Afeji in France.



This paper was elaborated by: Terre des hommes Romania

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October 2019



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Study report

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Work package no. 3. Strengthening the capacity of education professionals)**

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Teachers need assessment for the (re)integration of Roma pupils returning from international migration in the educational system in Romania

ABSTRACT

The present report is produced within an intervention project, as support for the organisation of a Capacity building programme addressed to teachers in order to succeed in school integration of Roma pupils and, more specifically, to Roma pupils that migrate in various countries with their families. The report develops mostly a practical approach and less an academical one. It synthesises information collected based on interviews and focus-groups with 35 teachers, school principals and other education specialists, as well as through an online survey filled by 116 teachers from schools with at least 50 Roma pupils, at national level. The report provides a synthesis and a profound analysis of testimonials collected from experienced specialists.

The main difficulties indicated by the teachers involved in the study and for which they ask for external support are related to the teachers-parents, school-Roma community relationship. Other problems indicated by teachers are the methodological ones. Even if they are often involved in educating disadvantaged groups (Roma children in this case), the teachers do not have access to specific methods (complementary or supplementary methods) and they develop in time personal and local methods, unverified and unvalidated, in order to solve ad-hoc certain problematic situations. These personal and local methods represent a rich practical experience but, in the same time, a risk for the unintended perpetuation of prejudices and stereotypes that can harm on medium or long term. The teachers are often constrained to develop, beside the basic education function, a supplementary function of social worker also. Assuming this role rises question marks and risks regarding the legitimacy of their actions within the community.

Concluding, even if very experienced in the education of Roma pupils, the participants to the study feel the need to discuss and validate their practical methods developed in time, as well as the need of transfer and good practices exchange between specialists for mutual validation of personal experiences. The teachers are aware of their limited competencies in areas like the culture and the social organisation of Roma communities, special methods for the education of Roma pupils, as disadvantaged persons, methods of communication and cooperation with their parents, national and European anti-discrimination legislation, but they also manifest their will to learn and validate their own practical experiences in formal contexts of debate and professional training. In this sense, the present study introduces a collection of conclusions and recommendations useful for a Capacity building program for teachers within the project MIȘTO AVILEAN!, and also for any other programmes of training organised at institutional level for schools with a large participation of Roma pupils, as disadvantaged persons.

I. CONTEXT

The present paper was produced as part of the project “MISTO AVILEAN (in Romani, Welcome) Migration = Integration: Service Transfer Optimisation — MISTO” funded by the European Union’s Rights, Equality and Citizenship Programme (2014-2020) through the Grant Agreement 809784 - MISTO - REC-AG-2017/REC-RDIS-DISC-AG-2017.

The project is implemented for 24 months, between 01.11.2018 - 30.10.2020, by Terre des hommes Foundation Romania in partnership with: Terre des hommes Foundation Hungary, Fundación Secretariado Gitano in Spain and Afeji in France.

Project objective: To promote the integration of Roma children in education by:

1. Creating a mechanism for transnational cooperation by providing education to Roma children on the move in 3 EU Member States,
2. Strengthening the capacity of education professionals to provide non-discriminatory education to Roma children on the move in 3 EU Member States,
3. Combating negative representations of Roma through a child-led campaign.

Project activities:

A transnational cooperation mechanism will be created to support education professionals and institutions in places of **origin** and **destination** of Roma families on the move to ensure non-disruptive education for Roma children.

Education professionals will be provided with concrete tools and methods for ensuring non-discriminatory quality education to these children through a comprehensive **training programme**, stimulating mutual learning and cooperation through a transnational community of practice.

Prejudice-related difficulties in ensuring non-discriminatory education for Roma children on the move will be tackled through a **child-led campaign**.

Project beneficiaries:

- 570 education professionals
- 200 Roma children

Project results:

- A transnational cooperation mechanism linking **40 schools**
- Increased capacity of **570 education professionals** to deliver non-disruptive, non-discriminatory education to migrating Roma children
- Increased awareness among education professionals on Roma rights and success **stories in education**
- Successful integration in non-disruptive education for **200 Roma children**.

II. STUDY OBJECTIVES

The present study was drafted in order to better understand the present challenges that teachers face in working for the integration of Roma pupils returned from abroad in the educational systems in countries where they migrate or in the country of return, if the case.

Considering the international coverage of the project, targeting countries like Romania (as origin of migration country), France and Spain (as destination countries), the study on the teachers' needs has a multi-country coverage leading to three national studies and a common report summarising comparative findings in Romania, France and Spain.

This paper stands only for the Romanian part of the overall research.

The study for the need assessment was structured on several main topics:

DIFFICULTIES ENCOUNTERED BY PUPILS / TEACHERS

1. Which are the main difficulties faced by Roma pupils in schools, in general?
2. Which are the main difficulties faced by teachers in working with Roma pupils, in general?

SPECIAL EDUCATIONAL METHODES FOR ROMA PUPILS

3. Do Roma pupils, as disadvantaged persons, require special methods of education?
4. Are any special methods used by schools in working with Roma pupils, as disadvantaged persons?
5. Are any special methods used by teachers in working with Roma pupils, as disadvantaged persons?

TEACHERS' EXPOSURE TO ROMA MIGRATION CASES

6. How frequent are the Roma pupils returned from abroad, in teachers' experience?
7. Which are the main administrative difficulties faced by teachers when dealing with these cases?

PREVIOUS TRAINING EXPERIENCE ON THE TOPIC OF ROMA PUPILS

8. Have teachers ever participated in courses for Roma pupils on the move as disadvantaged persons?

SELF-EVALUATION REGARDING THE TOPIC OF ROMA PUPILS

9. How do teachers assess their own knowledge level on possible training topics?

LEVEL OF INTEREST REGARDING THE TOPIC OF ROMA PUPILS

10. Which is the level of teachers' interest regarding the possible training topics related to Roma pupils?

The results of this study are to be used for the design of a Capacity building programme addressed to 10 education specialists in Romania. After the training, the 10 participants will disseminate information to other 100 teachers. The results of the study must also support the organisation of webinars addressed to at least 120 participants in Romania. The Capacity building programme must raise teachers' capacity in working with Roma children as disadvantaged persons and their capacity of dealing with cases of Roma pupils on the move leaving from or returning to Romanian schools.

In this sense, the conclusions of the study will be theoretically and practically oriented towards supporting the organisation of these interventions addressed to teachers from Romania working in schools with a significant number of Roma pupils.

III. METHODOLOGY

The study carried out in Romania was designed based on data available about the target group, namely the teachers that work in schools with a high presence of Roma pupils. The availability of data structured the study design in much of its content.

On the qualitative side of the study, 10 focus groups and interviews were carried out in the months of June and July 2019, with 35 specialists having experience in school education with Roma children and with 10 Roma parents in three counties of Romania. The qualitative data collected was also the base for an extended study on the obstacles against Roma pupils' coming from abroad (re)integration in schools from Romania, at their return from temporary migration in France and Spain. At the same time, these interviews provided insights on the educational challenges, and on local methods of approaching them developed by schools or by teachers at individual level. The sample of participants to the qualitative study was constituted of teachers and schools' principals, as well as County Schools Inspectors specialised in minorities. (see Annex 1 - Focus group guide and Interview guide)

On the quantitative side of the study, an extended online survey was carried out in the months of September and October 2019, in order to identify the general topics to be approached during various stages of the Capacity building program (training with 10 teachers, dissemination seminars in 10 schools with other 100 teachers and webinars with at least 120 participants in Romania). The online survey was possible due to the availability of a database constituted with the support of the Ministry of National Education in Romania. Thus, we could reach a large group of schools, each of them having registered at least 50 Roma pupils. (see Annex 2 and 3 for the online survey used in the quantitative study).

The database with potential participants to the online survey comprised 272 schools from 16 counties (out of 41 in Romania). The database comprised also contact details of schools' principals, Romani language teachers and school mediators. The online survey was distributed among 314 persons: 252 principals, 41 school mediators and 21 Romani language teachers.

The online survey was pre-tested among 30 teachers that participated initially in the qualitative research based on focus-groups and interviews, in order to verify the clarity and the consistency of the questions. For one week, the online survey was filled out by the persons from the available database that were invited to take part in the study. Overall, 116 answers were collected, representing 37% of the initial target group.

The high rate of answers (more than one third of the population investigated) indicates that the topic in question and the project itself raised interest among teachers working with Roma pupils in Romania.

Filling the questionnaire was anonymous, being administrated on the google forms platform, thus ensuring the participants' confidence. Yet, at the end of the survey, each respondent could optionally provide his/her contact details only to manifest his/her availability of being further contacted during the project for updates and for being involved in other activities. Out of 116 persons that filled the online survey, 99 respondents offered their contact details, showing **a large level of trust and interest in the project**.

Regarding respondents' experience in teaching in classes with Roma pupils, 113 out of 116 respondents declared having previous experience in working with Roma pupils as disadvantaged persons. The answers were received from teachers with practical knowledge on the topics approached within the survey, thus indicating **the quality of professionals in the area of Roma pupils' education**.

IV. COVERAGE

The teachers' need assessment in Romania is only one part of a larger study carried out in two other partner countries: France and Spain. Even if the main topic is the same (Roma children on the move and the obstacles faced by pupils and teachers in school integration), the perspectives are different from one country to another.

Romania is a departure country, from where the migration begins and where migrants often return periodically or permanently. In the case of Romania, the topic is mostly related to problems encountered by teachers in working with Roma pupils and in facilitating their **reintegration in schools after migration**.

France and Spain are approached mostly from the point of view of destination countries of Roma migration. Separate reports are elaborated for each of these countries. The three reports are the base for an integrated study on teachers' needs related to Roma pupils' on the move school (re)integration.

Countries of Roma migration approached within the study

Departure country: **ROMANIA**

Destination countries: **FRANCE AND SPAIN**



Figure 1. Country of origin / destination for Roma children in international migration

(In the map above, Hungary is also represented indicating the involvement in the project of a fourth partner, Terre des hommes Hungary, having in charge communication issues mainly.)

This report presents only data collected in Romania, as departure country for migration and as return country after periods of temporary migration.

In the map below the **coverage of the online survey is represented**. The 116 respondents from 54 schools and 21 counties are **a significant number of specialists** whose opinions should be considered. All of them are professionals with experience in teaching in classes with Roma pupils, and all of them are sufficiently involved and receptive to the topic, since they took the time to answer to the online survey. Moreover, the 116 respondents represent an active group of education specialists, since 85% of them offered their contact details in order to be informed and involved in future interventions targeting the specific topic of Roma children on the move.

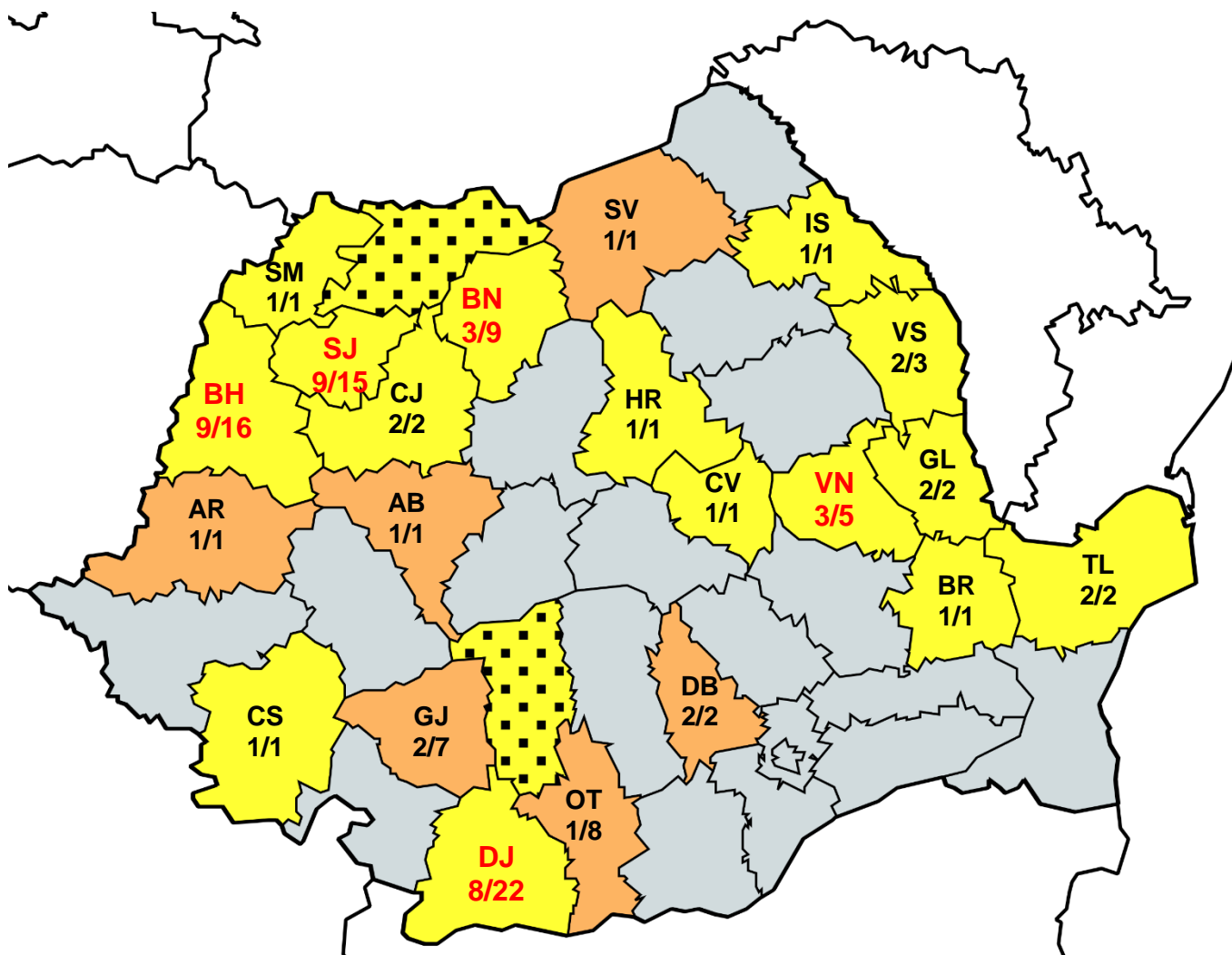


Figure 2. Counties covered by the study (Legend: Counties codes, number of schools/teachers providing answers to the online survey and interested in being involved in the project)

In the chart above, the 21 counties from Romania covered by the study are represented. The yellow counties are the ones initially targeted, and the ones in orange are the counties that provided answers, even if we have not distributed the survey to any schools in those counties. This is explained by the fact that we encouraged the respondents to share the link to the online survey in their professional networks.

The numbers on each county represents the number of schools and the number of teachers that provided answers in the online survey. This evidence is very important since the **respondents are possible beneficiaries of the Capacity building programme** organised within the project.

The contact details offered by 99 respondents will be used in order to promote future projects activities, including the selection procedures for 10 teachers to be involved in the Capacity building programme offered within the project.

The table below presents data related to counties and schools represented in the study by teachers answering the online survey. In yellow there are the counties initially targeted and in orange there are counties that provided answers based on the spontaneous dissemination of information.

County	Code	Number of targeted schools	Number of Roma pupils in targeted schools	Number of schools that answered	Number of teachers that answered
ALBA	AB	.	.	1	1
ARAD	AR	.	.	1	1
BIHOR	BH	52	8444	9	16
BISTRITA-NASAUD	BN	15	2221	3	9
BRAILA	BR	11	1372	1	1
CARAS SEVERIN	CS	3	166	1	1
CLUJ	CJ	24	2037	2	2
COVASNA	CV	20	4105	1	1
DOLJ	DJ	17	2673	8	22
DAMBOVITA	DB	.	.	2	2
GALATI	GL	16	2939	2	2
GORJ	GJ	.	.	2	7
HARGHITA	HR	20	2769	1	1
IASI	IS	6	990	1	1
MARAMURES	MM	3	.	.	.
OLT	OT	.	.	1	8
SALAJ	SJ	30	166	9	15
SATU MARE	SM	7	2037	1	1
SUCEAVA	SV	.	.	1	1
TULCEA	TL	7	4105	2	2
VALCEA	VL	14	2673	.	.
VASLUI	VS	10	2939	2	3
VRANCEA	VN	17	2769	3	5
Others (unspecified)		.	.	.	14
TOTAL		272	42405	54	116

Table 1. The geographic coverage of the quantitative study

The high level of participation in the survey (37% rate of responses), the high level of competence of respondents (97% of respondents with experience in teaching Roma pupils), the high level of interest (85% rate of respondents providing contact details for future involvement) indicate that **the study population is represented by a significant group of professionals whose knowledge and opinions are to be considered**. Moreover, there must be noticed that 15 of the respondents initiated spontaneous communication by e-mail and by phone with the project team in order to ask for more information and to manifest their interest towards the project. **Even if the sample cannot be considered as statistically representative at national level, it can be considered as significant and consistent, comprising experienced specialists involved Roma pupils' integration in school.**

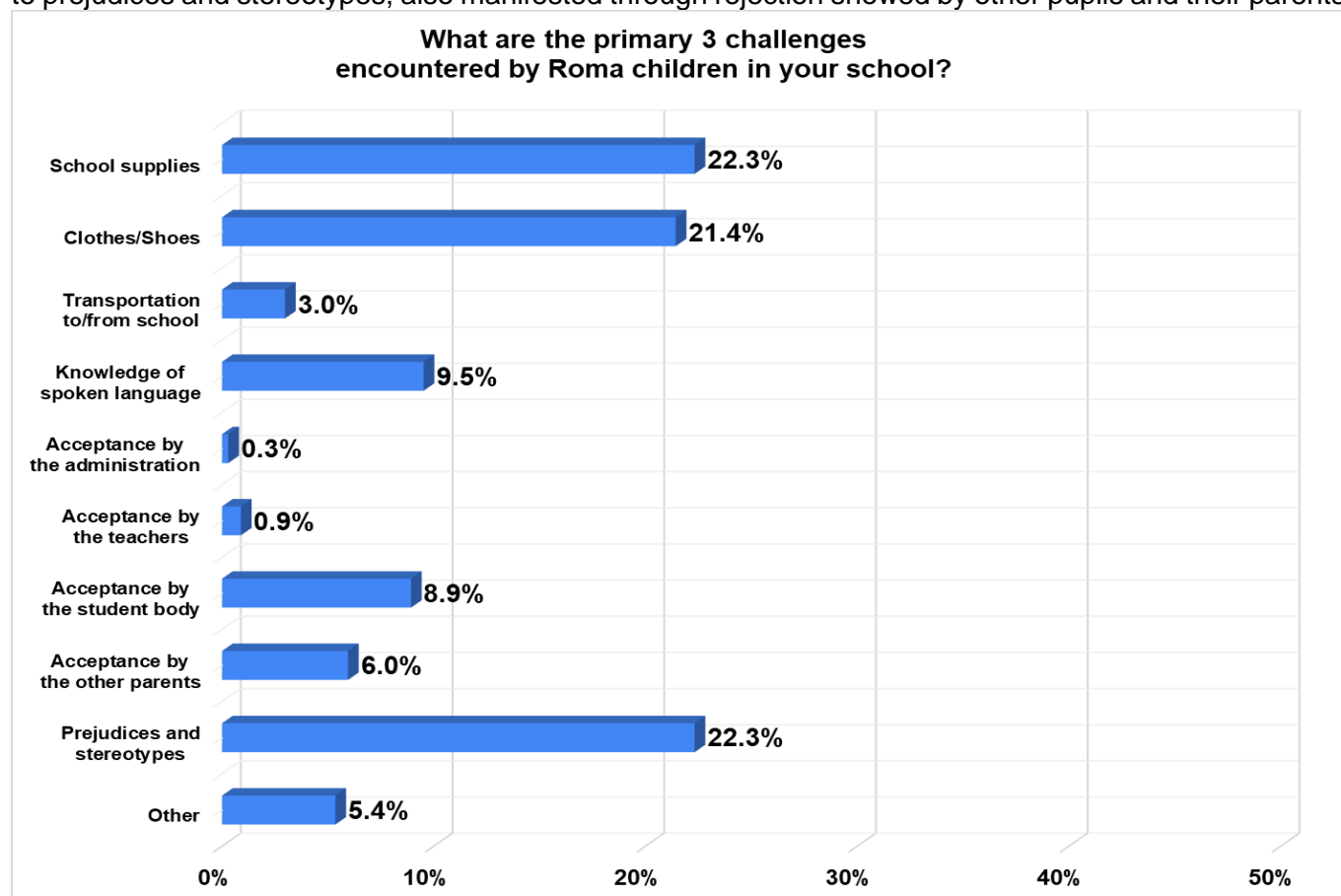
Note related to statistics used. The number of Roma pupils registered in one school or another is not the object of an official evidence. However, County School Inspectorates, through their Minorities County Inspector, collect information about Roma pupils registered in schools. This information is mostly approximated by teachers at school level, based on their knowledge of the place of residence of some pupils.

The only official information is the number of parents' demands for their children to follow Romani language courses. The number of these requests is base for the allocation of funds to schools in order to hire Romani teachers or school mediators. This kind of information does not reflect the Roma pupils' population in schools.

V. DIFFICULTIES ENCOUNTERED BY PUPILS / TEACHERS

The educational problems that may occur in schooling Roma pupils are generated in a **multisided field of inputs, attractions and rejections**, that result in tensed and frustrating situations on both sides: Roma pupils, their parents and their community on one side, and teachers, other pupils and their parents on another side. Thus, difficulties may originate in one side of the educational relation, but they resonate to both sides of the field, negatively affecting all actors involved. Thus, the Roma pupils' difficulties become teachers' and schools' difficulties. For example, pupils' absenteeism or dropout cannot be object of teachers or school indifference, since a reduction of pupils' number can lead to low finance and the reduction of teachers' number allocated to a specific school unit. When one school is attended in a high proportion by Roma pupils, the dropout phenomena may have very concrete and practical consequences over the entire school material and human resources.

Based on quantitative data, collected through the online survey, some points can be indicated. The graph below highlights two major problems faced by Roma children in schools from Romania: **material problems** (the lack of school supply and of adequate clothes and shoes) and **relational problems** related to prejudices and stereotypes, also manifested through rejection showed by other pupils and their parents.



Graph 1. The main three difficulties faced by Roma pupils in schools

The first range of problems faced by Roma pupils in schools, **the material problems**, is not subject of educational methods used by teachers in their daily activities. Supply issues are to be approached by social services, NGOs, local and central authorities, consisting of the provision of supplementary material support where needed (school supplies and clothing) and, generally, improving life conditions of Roma communities. Local programs of donations can be initiated by teachers and schools helping Roma children in need. From the point of view of a Capacity building programme, this kind of problems are out of the reach of the MISTO AVILEAN! Project.

The second range of problems faced by Roma pupils, **the relational problems**, originate in the basic education, causing prejudices and stereotypes related to Roma population or related to the majority population and institutions. Compared to the material problems, the relational ones can be tackled by school education. The school, as an institution, has a role in correcting false and unjustified perceptions of pupils and parents, Roma and non-Roma.

From the point of view of a Capacity building programme, it would be very useful for **teachers to learn how to counteract the manifestation and the expression of prejudices and stereotypes** from both sides. If the educational activities organised by teachers in schools have a pronounced individual dimension, they have a social, relational dimension too. Apart from the didactic activities requested by the Ministry of Education curricula, a large range of non-formal and extra-curricular activities can be organised in classes with Roma and non-Roma pupils, with positive impact on interethnic relations (communication and perception). The success of such activities can lead, in time, to the erosion of negative perceptions on both sides. Moreover, they can be the base for indirect forms of parents' education. Their involvement as active organisers or passive spectators of pupils non-formal and extracurricular activities can act on diminishing the negative impact of large spread prejudices and stereotypes.

In Romania, teachers' activity is structured by the **educational curricula** that shapes their daily program, the periodical targets and the whole school activity. Some of these educational activities can engage, through their organisation, in breaking prejudices and stereotypes by mobilising, not only the educational content, but the social relational content too. We may think of the pupils' physical distribution in classes, of the way various teams of pupils are organised, of the themes of discussions in classes.

At the same time, in teachers' activity, there are **spaces and times for non-formal and extracurricular activities**. In this sense, teachers can be trained to use them towards diminishing negative interethnic perceptions and representations. Far from being a socially / relationally passive institution, the school has a crucial role in shaping opinions, attitudes and actions of pupils and parents.

From the point of view of a Capacity building programme, it is important that **teachers acquire a large set of methods and guides for activities that challenge prejudices and stereotypes**, so that they can act as agents of change among pupils and among parents, directly or indirectly.

The qualitative study based on focus groups and interviews provided low or indirect information related to prejudices and stereotypes manifestation in schools.

Direct discrimination or rejection of Roma children from the teachers' or schools' side is hard to find in their own discourses. The 22,3% (see Graph 1. above) of the teachers participating in the online survey indicate "the stereotypes and prejudices" as one important source of problems faced by Roma pupils. Yet, in face to face interviews and focus groups, the same teachers tend to minimise the school environment contribution to these problems.

Even if they are enrolled in primary schools in their community, afterwards, Roma children come to study here, in high school. We never made any difference. We never had problems related to exclusion or discrimination. There are Roma children in every class. As everybody else, they are nice children, serious children, children who participate in school activities. There are also children who don't. However, parents' involvement matters a lot. It is an important aspect, which makes a difference in the children's behaviour and in the results from the class.

Out of teachers' discourse, the difference in pupils' school performance is made not by ethnicity, but by the parents' level of involvement in their children's education.

Yet, **prejudices are expressed by teachers under some apparently objectives judgements**. It is hard to know how many of them are descriptions of a statistical evidence (low educational performance of Roma pupils) and how many of them are constructed stereotypes that nurture different attitudes of teachers when treating Roma pupils. In their discourse, we found several times a low expectation regarding Roma pupils school performance. This comes also in addition to specific educational problems of children from poor families, where school education is not a priority, as teachers say.

In general, those who migrate are not very good pupils. They are not pupils very interested in attending school and in learning. Generally, they are pupils of a lower level.

They are constant. We don't have children with spectacular results that travel abroad and return afterwards, so that we can say that they decreased. They are constant. They come to school. I am talking about those in secondary school. They usually pass at the end of the year. There are issues only if they have serious gaps or high absenteeism. Lately, the children who came back from abroad, had no such problems. They are more on the waterline.

Low school performance expectancy regarding Roma children is rare in teachers' discourses, but it is present, sometimes with contextual justification, other times not. In difficult situations, when children come from poor families, when they are involved in domestic labour, when they have parents with low level of education who cannot help them in school activity, or who even obstruct them in attending school, it is reasonable to think that pupils have lower chances to achieve high school performance without adequate external support. Associating these situations with Roma ethnicity can be interpreted as prejudice and stereotype and can lower the teachers' involvement and, consequently, the pupils' performance as effect of a self-fulfilled prophecy.

From my point of view, for Roma children, if they know to make calculations, if they know the multiplication table, if they have some elements of logic and reasoning, it would be enough. But I think that most of them (Roma children on the move) do not attend school there (abroad), or neither there, nor here.

One school approached through interviews have to deal with a very difficult community, ghetto-type (often marked by crimes, violence and menaces addressed to teachers), "the most dangerous place in Europe" as described by the school principal and the Roma mediator. In this case, the pupils' school performance expectancy is very low from teachers' perspective. The best hope showed by teachers is to motivate pupils to learn at least to read and to write. The only way of motivating children is by practical reasons like: "to be able to read announcements in airports when they travel; to know to read announcements like *danger* in order to avoid them".

Some teachers, even if they work hard for Roma pupil's integration, they are also aware of and recognise the generalised discrimination against Roma people. Teachers themselves, even when struggling to fight it, can easily contribute to discrimination, prejudices and stereotypes reproduction. Discrimination and stereotypes are not limited to low educated people. Even highly educated persons can practice and express them, justify and reproduce them, even without being aware of it.

Let's say things as they are. There (in other countries), as well as here, in Romania, Roma people are being labelled. Like it or not, we must accept the fact that Roma people are not viewed like the others. Likewise for disabled children.

From the point of view of a Capacity building programme, **discussions and debates with teachers related to the difference between ethnicity and social and material conditions** could be approached in order to avoid the vicious circle of prejudices and stereotypes enclosed in reasoning of the type: "*many Roma are poor people; poor people have difficulties in supporting their children at school; pupils from poor families have difficulties at school; then Roma have generally difficulties at school*". What part of this judgement is legitimated by the material and social condition of children and their families, and what part of it is illegitimately generated by prejudices? **Constant self-interrogation and analysis of practices, attitudes and opinions** should be learned by teachers themselves in order to avoid the negative effects of involuntary prejudices and stereotypes over pupils.

VI. TENSED RELATION BETWEEN SCHOOL AND ROMA PARENTS

Difficulties on Roma pupils' side, in the relation with school environment, resonate in problems faced by teachers and schools too. The major problem faced by teachers in educating Roma pupils as disadvantaged persons is related to **school attendance (absenteeism, drop-outs)**. From teachers' point of view, the cause is to be found in Roma parents' relation with the school institution.

Either because of the material and social problems of poor Roma families, or because of the low educational level of parents, or even due to a general disinterest and distrust of parents in school as an institution, according to many education professionals (teachers, principals, inspectors), **parents are the main key in the whole educational debate over the Roma pupils' school education**. From this point of view, the mission of the school and of the teachers becomes more complicated. Pupils' absenteeism and drop-outs are rarely at the sole initiative of "naughty children". From teachers' perspective, these phenomena are caused, encouraged or tolerated by parents, especially in the case of Roma families where children are either neglected, or object of excessive surveillance.

From the point of view of a Capacity building programme, we searched for teachers' needs related to Roma pupils' education. If someone would ask teachers about their needs, their first answer would point out the **teacher - Roma parents / school – Roma community relation**. Even if we haven't been interested in a quantitative analysis of interviews transcription, it is significant that, in teachers' discourses, approximately 25% of text is dedicated to Roma parents as main "obstacle" or potential "facilitator" of Roma pupils school education. Relating, communicating and cooperating with Roma parents appears in teachers' interviews as the ultimate barrier and the most difficult one in their struggle to bring and keep children in schools. It is on this challenge that the teachers ask for help:

I believe the greatest help we could get would be if parents acknowledged that they must take their children to school. It would be the biggest help for us. If they could understand that children must be brought to school, for us it would be easier. Mentalities shift in time, after long years. If some work could be done within the community, with the parents, so that they acknowledge this, it would be great. They (the parents) do not make any plans (for schooling) for their children for long periods of time. Here, if someone could support us, it would be good.

Pupils (Roma and non-Roma) are an accessible target group for teachers who interact with them in a separate time (school hours) and in separate space (school, classes). Teachers can organise educational activities in order to adjust opinions, attitudes and behaviours of pupils on both sides (minorities and majority). Children are a population that is object of legitimate education from teachers' side. On the contrary, in relation with parents, teachers lose the institutional advantage.

That does not lead yet to total absence of schools from its social role in relation with families. In many schools, especially in those with disadvantaged pupils, teachers make efforts for engaging special relations with the family. Home visits and checks are not unusual. Direct communication with parents and even home control of Roma pupils, direct or through neighbours, are common. In schools with many Roma pupils, **teachers and school representatives develop more frequently a social dimension of the institution, beside the main educational one**.

The parents find enough tolerance with us. We are often in a situation where we have to reach out to them. They promise that they will do it, but they don't.

Absenteeism or drop-out of school is, in many cases, the result of **general familial difficult situation** where parents' negligence is present in all children's life dimensions (food, shelter, clothes, education, surveillance, violence, etc). These cases are more frequent in Roma communities that are affected by poverty, material deprivation and social isolation. Roma or non-Roma, poor, uneducated, marginalised parents are more often in a negative relation with the school institution and with its educational offer, leading to children's' educational negligence.

Social conditions and low level of education of parents are generally indicated by teachers as the main source of low school performance of the children.

The low level of education of Roma parents is described by teachers as a blocking point in setting educational aspirations to Roma pupils. Parents consider that, since they managed to deal with life challenges without school education, the same should be with their children.

The truth is that 90% of parents, or even more, have themselves completed very few school years. They are very poor and leave this place because of poverty, and somehow believe that a child's education must take second or third place. And this is what leads to everything else.

You should know that it is very hard to communicate with parents. Parents bring children backwards. Parents come and say: "Does he know to read and to write? It's enough."

In higher classes, we confront school dropout and this mentality: that the child turn 14 or 16 years old and it is enough. Or it is too much, comparing to their parents who only completed their first four classes. The parents' mentality is our biggest obstacle in children's education. I took 40 children in the fifth grade and I finished the cycle with 19. Now I have only two pupils of Roma ethnicity. After the fourth grade the dropouts begin. They say it's enough.

Here we find those sad stories of children with parents who have no education or dropped out after one or two classes. The success stories appear where parents successfully completed eight classes. They need education. It's here I see the fight.

But material situation, low education of parents and social deprivation is not the only cause of a tensed relation between teachers and parents, between school and community. What we found in teachers' interviews was the depiction of a **generalised distrust between the two sides: teachers / Roma parents, school / Roma community.**

On one side, there is a **generalised distrust of Roma parents and community in schools' capacity of ensuring life success (wealth, recognition, prestige) for their children.** Absenteeism and drop-out may well be initiated, encouraged or tolerated by caring parents who think that:

- school education is less useful than family (nuclear/extended) education or community education;
- school education is not close enough to life challenges that a child must learn how to deal with;
- school provides low practical content (less oriented towards immediate life needs);
- school is a dangerous place, since it implies an extensive period of lack of direct family supervision;
- school is a dangerous place where the children are under the responsibility of some strangers;
- school is a dangerous place where children may suffer discrimination and isolation;
- etc.

Signs of this distrust are to be found in teachers' discourse, especially when they recall struggling with parents to bring children at school and succeeding only when they can provide enough insurance that the child will be taken care of, supervised and returned in the same condition to the family.

(reproduction of a conversation with one overprotective parent) "In the morning, at 07:30 AM, you hand her (the girl) over to me, on my signature. And you can take her back also on signature. From November to June, when she sat the national evaluation exam, this is what we had to do, on a daily basis. During break, she came here, to me. When the break was over, the teacher took her and brought her to the classroom. When the class was over, they brought her back to me.

At the end of year ball, I told them: "I'll take this girl and then bring her back to you. But she has to be at the ball." (recalling a situation where the parents wouldn't allow one girl to go to the graduation ball)

Signs of this distrust in the capacity of school to provide success are to be found in a principals' story about a father that asked her how many houses, cars and swimming pools she owns, and how many years of study she has completed. The father told her proudly that he's wealthy enough to support himself and his entire family for 10 years, without even attending school. From this point of view, school can be easily considered as a trap for children, where they can learn "strange things", where they can learn to dislike their family.

Parents say: "If I don't know how to read and to write, and I managed in life ... what need is for my children to go to school?"

It is not possible that a straight A child to be taken out of school because she is a girl, because if she studies and learns more than she already did, they won't be able to marry her, and because you need her to stay at home in order to take care of her younger siblings. You are not entitled to violate her right to education.

Their difficulties in Romanian language are linked to the fact that their parents are illiterate. They are speaking Romani language at home and children see role models that have no linkage to school. This is the part that sadden us the most. The parents don't want to keep a good relation with the school.

Such reasoning should not be taken lightly. Distrust in schools' capacity to provide sure and rapid success in life is not to be found only in Roma communities. In contemporary Romanian liberal society, long term education is not a guarantee for life success, from a material or a prestige point of view. Attractive models of rapid success put seriously under **question the school's place in society**. Maybe many Roma parents are just more practical and feel free to challenge the schools' statement that it is the mandatory vehicle for achieving success, wealth and prestige in life.

On the other side, there is **a generalised distrust of teachers and schools in Roma parents' capacity and will to support their children in school education**. The qualitative study based on focus groups and interviews is abundant in teachers' references to Roma parents as cause of children's school failure or low performance. Some of our respondents indicate social conditions at home (poverty, low level of parents' education) while others indicate a so-called Roma communitarian resistance to formal education. From the teachers' point of view, Roma parents obstruct children's education because:

- *parents don't understand, acknowledge and accept the role of school in children's development;*
- *parents are themselves poorly educated and limit the children's school perspective to their own;*
- *parents don't cooperate with school in supporting their children's' educational progress;*
- *parents don't accept the compulsory character of education and don't bring children to school;*
- *parents are tolerant with children truancy, absenteeism and dropout;*
- *sometimes, parents even prohibit children's school attending, especially in girls' cases, after they reach a certain age;*
- *parents teach children at home things that contradict the content taught in schools;*
- *etc.*

There is more a matter of ethnicity. Roma people have not yet accepted the school education as a major component of children's life. The only ways they are constrained to send their children to school, to become aware of the importance of education, is the fact that school is a condition for obtaining the driving licence and other social benefits. Absenteeism risks leading to the loss of these benefits.

When it comes to primary school, the parent can't refuse to take his child to school because his child "doesn't want to go". The child didn't come to school because the parent didn't take him. He's the one responsible to take his child to school.

What we offer here is completely different than what they have at home. Their parents' requests are completely different.

Many teachers' statements indicate the families and the communities as being sometimes a dangerous place for children. On one side, according to teachers, the Roma family is dangerous because it is not a favourable place for school education. On another side, teachers even recall worrying cases of children disappeared, minor prostitution, girls being locked in the houses. Sometimes, teachers rise suspicions related to Roma children's' fate when migrating in other countries: bagging in the street, stealing, lack of school education and so on.

If this tension between teachers and parents, between school and community, is well and consistently expressed by teachers, it is not presented the same way by Roma parents. In interviews with Roma parents, parents present a very good relationship with teachers and school as an institution. They say that children are taken to school and that they do their best to ensure their education. Parents have good words about teachers and school. They have nothing to complain about. They also underline the importance of financial and material support provided by state institutions for families that bring their children to school in Romania and in other countries.

Here, the children are studying, they're going to school. There's no need for the teacher to come and take them to school. The parents understand how important school is. The parent will encourage his child to keep attending school because of the complementary allowance, but also because he acknowledges the importance of education and because he wants something better for his child: that he won't be forced to take on hard labour or to leave the country.

In our community, all children go to school. They don't abandon it. But, because of material deprivation, parents are forced to leave the country and work abroad, and to take their children for at least two-three months, thus interrupting their education here (in Romania). When they come back, they return to school in the community.

There were no problems upon children return and re-enrolment. Those at the school talk to us, they tell us what needs to be done. We know that we have to inform the school. If we find out there's a document needed when we leave, we tell each other, we're united, we help each other.

Analysing the whole parents' discourses, we must consider the interview situation as a distorting factor. The interviews took place in school environment (school classes), usually at the invitation of school mediator or director. Even if teachers were not present during the interviews, the researchers' presence could not be entirely delimited from the school activity. The parents couldn't perceive the research team as a complete socially, professionally or ethnically independent group of persons. Moreover, the researchers themselves could hardly avoid their labelling as persons belonging to the majority population, superior in school education (university studies). The researchers came from Bucharest, the capital of Romania, having no previous link to the community. They were introduced to the Roma parents by the school representatives. The project MISTO AVILEAN and the research itself had to be previously introduced as promoting school (re)integration of Roma children in school. Thus, we have **strong reasons to believe that parents' discourse was distorted inevitably by the interview context.**

On one side, **Roma parents discourse** related to school education was an argument against any possible labelling of Roma parents and community as "trouble-makers". Anticipating somehow the teachers' complaints related to the relationship with the parents and community, the Roma parents tried to convince the researchers of the opposite: "there is no problem; Roma parents fully cooperate with school; they comply with institutional rules; they encourage their children to attend school; hard life and material deprivation are the only causes that lead to absenteeism, dropout and migration." The cautious attitude and the continuous effort to "make a good image" in front of researchers are themselves indicators of a tensed relationship and a suspicious attitude. The parents participating in interviews were not entirely comfortable with the situation and the topic, so they preferred evading in a positive discourse.

When teachers say that many things are "wrong" in the relationship with Roma parents and with the community and, at the same time, Roma parents declare that everything is "good", we are legitimate to conclude that indeed, there is a tensed relationship that is hidden or, at least, a major difference of perception. In the latter case, from the point of view of a Capacity building programme, multiplying communication and interaction contexts between teachers and parents could be of help.

On the other side, **teachers' discourse** was more abundant in terms of content because of their more comfortable position in the interview situation: teachers are highly educated, they are accommodated with discourse and interview situations, agents of school education, representatives of an institution and of an authority, they are the main link to the community and the parents, relating between parents and other institutions.

Tensed or not, it is obvious that relationship between teachers and Roma parents, between school and Roma community doesn't work like in other schools that address mostly to the majority population. **In the majority population communities, schools still enjoy a traditional prestige, and parents still believe that school attendance is better for their children than staying at home. On the contrary, Roma parents seem to challenge and question this generally accepted prestige of school institution. They address hard questions related to schools' capacity to build the personalities of their children suited for life challenges, achieving success, wealth and prestige.**

The majority population accepts the idea that school in general, and higher school education "is good" for children, for their future and for their success in life. It is also the teachers' conviction as well, and they promote it and even "fight" for this conviction. On the contrary, if we analyse teachers' stories, it seems that Roma parents are not convinced that school is the best way to achieve success in life or, at least, that it is the major and only investment to be done for children's wellbeing.

Beside the general discontent of teachers on parents' lack of involvement and cooperation in school education, we could spot in their discourses a more profound tension and even revolt. Analysing teachers discourses we found that sometimes, **the tensed relationship between teachers and Roma parents, between school and Roma community becomes a real dispute over the control of children's future and life targets.**

I told the parents: "He's not only your child. He is also the school's child. When he's at home, he's your child. At school, he's the school's child."

If parents could attend a school, and public authorities could impose their point of view and not concede to the parents ... It is not possible that a straight A child to be taken out school because she is a girl, because if she studies and learns more than she already did, they won't be able to marry her, and because they need her home to take care of her younger siblings. They are not

entitled to violate her right to education. The parents tell us straight to our faces, and there is nothing that can be done: "She knows how to write and read. It is enough." It is not alright.

Regarding the problems we face in school, the decision-making factor should be the school.

This kind of statements is not generalised, but it is expressed mostly by teachers that want to do their job „with dedication”, following their vocation. The relation with the parents is beyond teachers' control and they feel frustrated in their efforts to integrate Roma children in school. Sometimes they feel revolt, other times they just have to live with the dilemma of “who has the final word when it comes to children's school education: parents or school institutions?” **Is their effort of bringing Roma children in school going too far?**

I remember the girls whose house I went to, in order to keep them in school. They were locked inside the house. We brought the parents with them to the exams, with the entire school secured. When they did not come to school, the mathematics, Romanian and biology teachers went to the pupils' houses to help them pass the exams. No “recipes” can be given. There are solutions that you can find at a given moment. That was my solution found at that moment.

The teachers have the dilemma whether their efforts in assisting and convincing parents to get involved in school activity **is legitimate or too intrusive**, even risky for the teachers' safety.

I've learned to work in questionably legal circumstances. You should do as much good as possible, without hurting yourself.

There is also the risk that teachers' efforts to go **against identity rights and family sovereignty**, especially when teachers complain that children don't speak well Romanian because the parents continue to speak Romani language at home.

The difficulties they have with the Romanian language are related to the fact that their parents are illiterate, they talk in Romani at home and are exposed to role models that have nothing to do with school.

At a course we were told: “They (the Roma people) have rights that you cannot violate: culture, tradition you cannot violate”.

Teachers are aware also of the risks of too much involvement and determination in convincing Roma parents to engage in a continuous communication and cooperation with school. **The risk is to generate an adverse attitude toward the school institution as an intrusive one, disrupting family and community life.**

This is a great issue and had always been. I don't think it will come to an end. The school can't involve too much in it. If you force it, they will pull their children out and keep them home.

But think also from the family's point of view. Who are we to tell the family how to live? If they've lived like this for hundreds of years, and it was good for them, and they are doing well ...

We must work a lot with the parents. When they come here, we ask for their phone numbers. Roma people have this issue: they don't want to be controlled. When they want to escape, they change everything. Within a month, they will change all their phone numbers. We have none of their contacts anymore. And then no one answers when we go to their house. You must go multiple times (at their house). Then you find out from a neighbour that there's no one there, that no one ever lived there.

If we try to summarise, it seems like the school wants to educate “good citizens”, while the parents want to ensure success, wealth and prestige in life for their children. Are these contradictory? Teachers would say no. Roma parents are not very convinced. Maybe school helps children in life in the case of the majority population. Does it also apply to Roma people? Does equal education for Roma and non-Roma bring equal success, wealth and prestige? Can school convince Roma parents that complying with school order and exigencies is the best way for their children to achieve success, wealth and prestige in life?

It is a matter of aligning views over the Roma children's future and the role of school in it. Since the future cannot be guaranteed by teachers, the relation becomes a question of trust. Teachers and school institution must obtain Roma parents' trust that school education is the best option for their children. Sometimes this convincing process spans over generations, but it is not impossible.

I suggested to the parents: “If your children come to school, they pass the class. If they don't ... it's over. You couldn't attend school in your days.” Many Roma parents have the age of my own child. I also take on the role of the parent, not only of the headmaster or teacher. “If it wasn't

*possible for you, because there weren't the right circumstances, then you have to listen to us!"
And they understood.*

Lately, things began to change due to the younger parents who are better educated. They are the children of our former students. So there's a spark of hope. They come with trust to us. Many times, their gratitude is expressed in very few words: "I bring my child to this school because I know you. If it wasn't you, maybe I wouldn't bring them."

The reserved confidence of teachers in change is combined with their awareness of the difficulties faced by Roma pupils when they come to school. Many of them come from poor, marginalised families, and yet, some of them find the resources and the motivation to follow school education.

We have children of doctors, of engineers, of professors. But we also have children who feed themselves from the bin. And all of them in the same classroom. Apart from three, all other parents are illiterate. The children are taking an enormous leap. They jump ahead a couple of generations, as long as they learn to write and read and can sit an exam.

Analysing teachers' stories, we found that the only way of bringing Roma children to school is to win parents' trust in a very personal and direct way. **The tension between parents and teachers, between community and school can be smoothed through direct and personal trust.** This indicates also a generalised distrust of Roma people in the institutional environment. Is this distrust justified or not? The important thing to acknowledge is that it is real. Only dedicated teachers, who get involved personally in their job, and those who treat Roma parents with trust and respect can receive a similar response. Roma parents don't bring their children at school without confidence warranties. They need to be convinced individually that one specific school and some specific teachers will treat well their children.

*"Do you know how to write?" "No." "With block letters? See? This is why your child should study."
Once you invite parents and children to the teachers' office, you've won their trust. You've treated them with respect. They are your equal. And they will return this respect.*

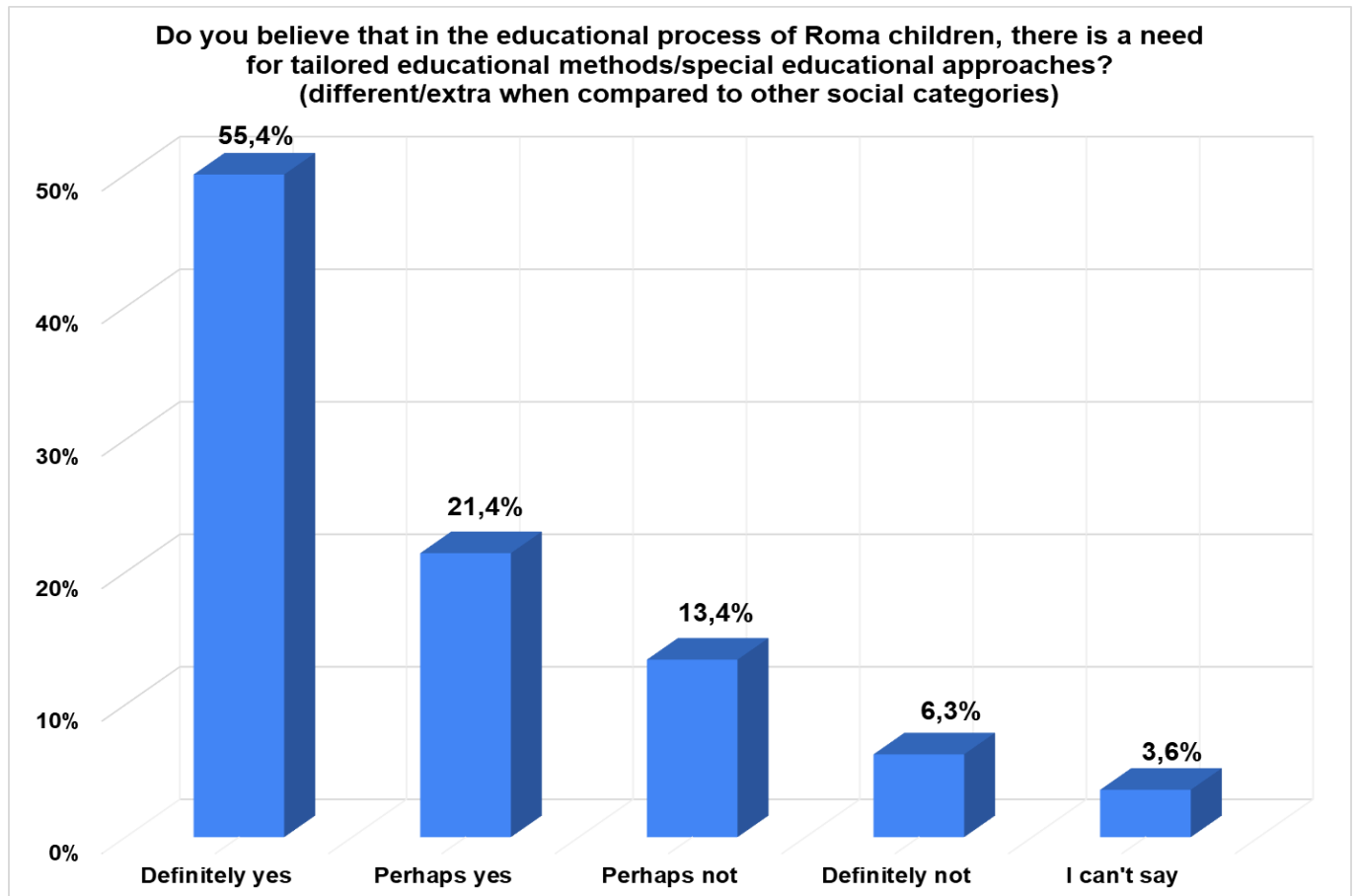
Many teachers achieve to win parents' trust through hard work and determination, with honesty and dedication. If most teachers in other schools enjoy direct and granted respect from pupils and their parents, teachers relating to Roma parents and children have to win it and confirm it on a daily basis. Once they won it, communication and cooperation become possible and even successful.

At one point, the girl told me: "Headmistress, my mother and father want to invite you to a barbecue." If I didn't go, those parents would have felt insulted. They prepared a lot. They received me nicely. Respectfully. I felt like a princess. At the end of year ball, I told them: "I'll take this girl and then bring her back to you. But she has to be at the ball".

When they got to the airport, they called me: "Headmaster, we've entered the country. We're here." The fact that they thought about the school and that I have to know about their children means that there is respect from both sides and a win for our school.

VII. SPECIAL EDUCATIONAL METHODS FOR ROMA PUPILS?

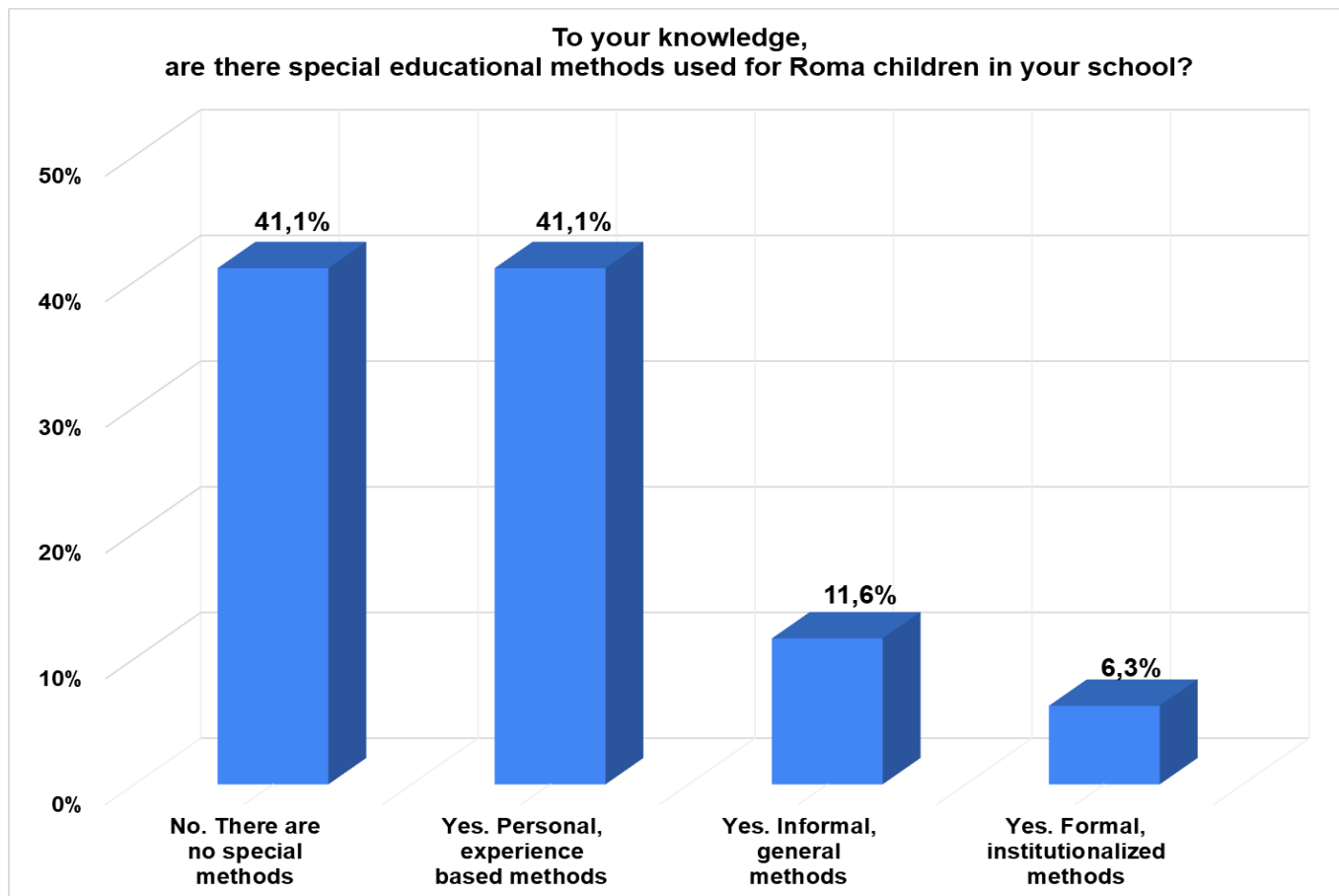
Does Roma children's presence in school classes requires special approaches and methods of education? The question itself demands analysis as to its legitimacy. Beside the special curricula addressed to Roma children asking for learning Romani language, any method of education specially designed for or practiced with Roma children, or for any other ethnic minority, includes the hypothesis that they are, as pupils, different than the other pupils. However, the question remains legitimate if we consider that Roma children are disadvantaged persons and that they are in a special relation with the school institution. It is in this sense that we suggest interpreting the teachers answers to the below questions.



Graph 2. Do Roma pupils, as disadvantaged persons, require special methods of education?

By "special" methods, respondents indicate the need of alternative or supplementary actions to be taken to compensate the disadvantages Roma pupils face in their educational career.

In this context, it is not surprising that most teachers, who have already accumulated a large experience in teaching in classes with Roma pupils, indicate the need of such complementary, alternative methods. More than 3/4 of the population investigated through this survey indicated the need for such special methods. This proportion does not come from an adverse or discriminatory perception or attitude towards the Roma minority. The situation in the graph above must be seen more as an expression of **teachers' recognition of their limitations in dealing with many difficult cases they encounter in classes where Roma pupils learn**. The teachers, even if they are experienced practitioners, recognise that usual methods of education that bring results in classes with Romanian pupils may not be enough in classes or schools where the majority of pupils come from Roma communities, and that complementary and extended supportive actions must be taken in order to compensate difficulties faced by disadvantaged pupils, from a material point of view (lack of school supplies, lack of space for studying at home, lack of parents' supervision in doing homework), and also from a social point of view (the risks of marginalisation, of sufferings because of prejudices and stereotypes manifested by the majority population).



Graph 3. Special methods used by schools in working with Roma pupils

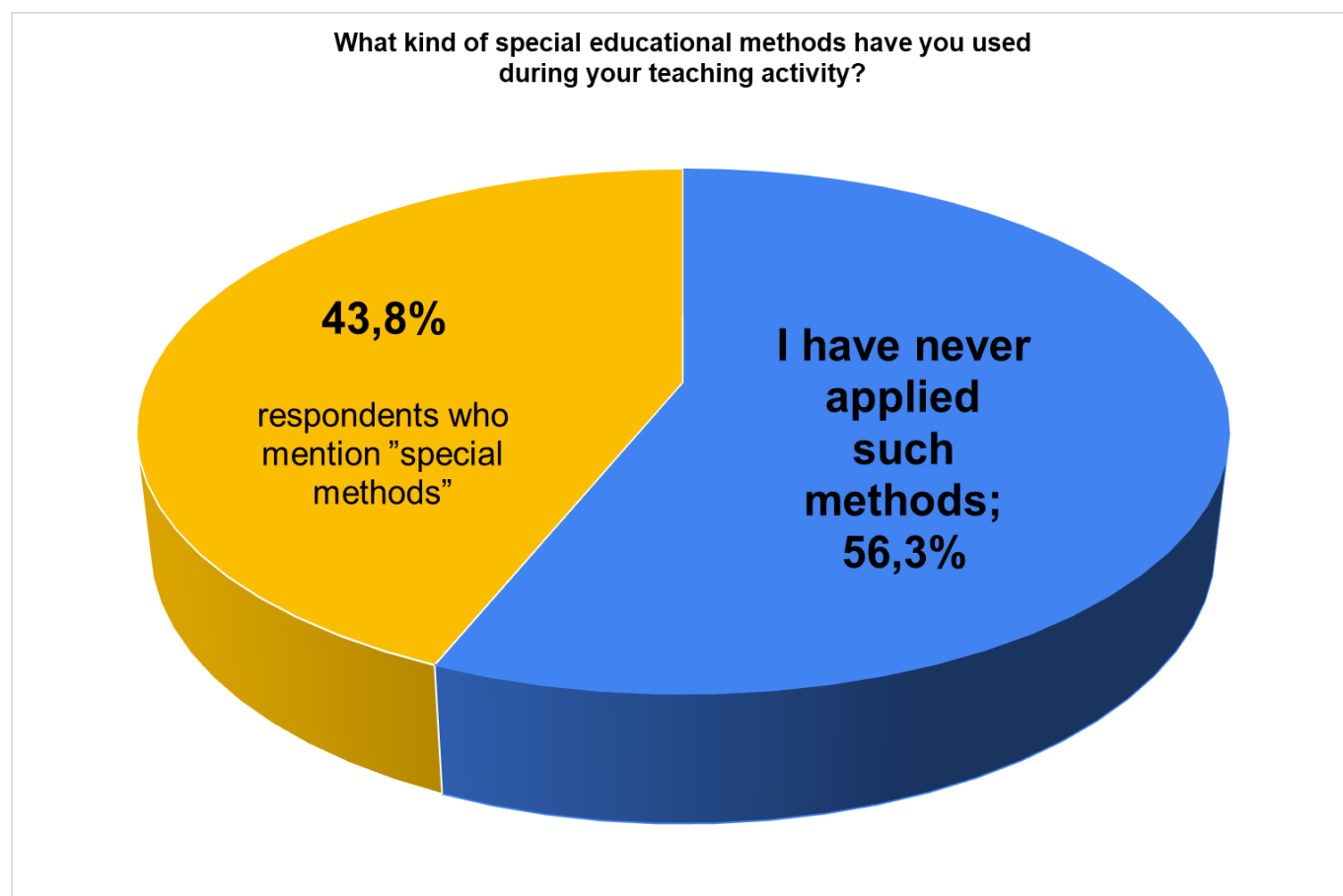
It should be noticed that teachers acknowledge the lack of special competences (acquired formally or informally) in dealing with Roma pupils as disadvantaged persons. Either because of fear of being misinterpreted as discriminatory actions, or because there is a lack of special methodologies, a large part of the study respondents (41.1%) indicates that there are no special methods of education for Roma children. Yet, at the same time, the same proportion of teachers developed in time some personal methods of working with Roma pupil that were used during their professional experience.

It is indeed a legitimate question to ask **whether such methods are deepening the discriminatory actions and attitudes, reproducing prejudices and stereotypes**, or whether they are just forms of compensating in a positive way such discrimination, prejudices and stereotypes endured by Roma pupils. More often they are local ways of dealing with particular cases when they occur. When many pupils coming from the same disadvantaged community beneficiate of more visits made by teachers at their homes in order to convince parents to let/bring their children at school, there can be identified a “special method” addressed to that population that can be Roma or of another ethnicity.

From the point of view of a Capacity building programme, it is important to notice that **the large majority of experienced teachers (76.8%) considers such special methods as being necessary**. This indicates a lack of such special methodology and practices at school level, and the fact that many teachers develop over time their own practical ways of approaching and dealing with the education of Roma pupils. Only 11.6% of the respondents acknowledge that such methods are generalised within one school (used by more than one teacher), and only 6.3% of them remember formalised and institutional approaches of educational methodology addressed to Roma children.

Summing up, we may say that most teachers acknowledge the need of a methodological support, they don't find it at school level and, as a result, they develop individual, personal methods of working with Roma children as disadvantaged persons. Are these methods efficient and necessary? Are they the expression of prejudices and stereotypes from the teacher's behalf? Are they good intentions but with bad long-term consequences? This judgement cannot be done without a case by case analysis, made with sincerity and sense of reality, with analytical approach and without any preconceived judgement.

Out of the qualitative research, we noticed that our respondents are long term educational experts, specialised in daily teaching activities, and that their special methods of education are build form case to case, from real events, that encouraged them to design special approaches in working with Roma pupils as disadvantaged persons. At the same time, **the lack of exterior validation and support, brings the risk of developing apparently good approaches that, in a more subtle way, perpetuate some forms of discrimination and stigmatisation against Roma pupils.**



Graph 4. Special methods used by teachers in working with Roma pupils

The quantitative side of our study carried out through an online survey indicates that almost half of our respondents indicate having developed or having used such special methods of education when dealing with frequent situations that relate to Roma pupils. In order to dismiss any malicious interpretation of the “special methods addressed to Roma pupils”, we should take a better look at those **“methods” shared by 49 of our respondents.** Most of them indicate non-formal, extracurricular, complementary and compensatory education.

• <i>As a Romani language teacher, I conduct my classes bilingually, sharing information from a number of subjects.</i>
• <i>Over my 20 years of working with Roma children, I have learned to tailor my teaching methods according to the pupil, and not according to the class level. Moreover, in those cases where children do not speak Romanian, we, the professors, learn a couple of words in the Romani language until they acquire a basic knowledge.</i>
• <i>I have adapted my teaching methods to the pupils' level, as well as implemented educational games and activities meant to help them better integrate.</i>
• <i>I have adapted the curriculum and worked with each of them individually.</i>
• <i>I have addressed the pupils in the Romani language, benefited from the support of the school mediator and tried to mentor the parents.</i>
• <i>I have approached each of them in a tailored manner.</i>
• <i>I have both encouraged and took part in competitions alongside them.</i>
• <i>I have brought tailored and individual working sheets as a new method.</i>
• <i>I have encouraged finger calculation, as well as using concrete examples.</i>

• <i>I have encouraged them to become part of their classroom communities.</i>
• <i>I have encouraged them to work and study extra on their own.</i>
• <i>I have encouraged them to work on their own as much as possible.</i>
• <i>I have encouraged them, paid them compliments and introduced team work as a method in those classes attended by Roma pupils.</i>
• <i>I have helped them with school supplies and called upon the family for support.</i>
• <i>I have implemented a type of tailored education, sharing information on those areas I have noticed the pupils are lacking knowledge on.</i>
• <i>I have implemented methods such as projects and volunteering.</i>
• <i>I have learned many words in their language and worked individually with each of them.</i>
• <i>I have made use of drawings and crayons.</i>
• <i>I have organized literacy courses and extracurricular activities.</i>
• <i>I have proposed different joint activities with the parents.</i>
• <i>I have proposed attractive games and used the cube and experiment methods.</i>
• <i>I have provided success stories as examples.</i>
• <i>I have tried drawing differences and using a tailored approach.</i>
• <i>I have used active participation and practical activities methods.</i>
• <i>I have used both extracurricular activities and methods involving active participation.</i>
• <i>I have used case studies and positive success examples.</i>
• <i>I have used conducted surveys and organized extracurricular activities.</i>
• <i>I have used educational games and learning by discovering.</i>
• <i>I have used games and paid them many compliments.</i>
• <i>I have used games.</i>
• <i>I have used interactive methods, organized psychoeducational development activities and game play.</i>
• <i>I have used methods of active participation.</i>
• <i>I have used non-formal methods.</i>
• <i>I have used practical activities.</i>
• <i>I have used storytelling as a working method.</i>
• <i>I have used tailored methods and implemented the curricula of TIC (the Technology of Information and Communication).</i>
• <i>I have used tailored methods of active participation.</i>
• <i>I have used tailored methods.</i>
• <i>I have used the "Map of the heart" method.</i>
• <i>I have used the "Radu's Train" method, methods of self-discovery and positive appreciation, as well as the "Mirror" method.</i>
• <i>I have used the mutual teaching method.</i>
• <i>I have used traditional Roma dances as a method.</i>
• <i>I have worked individually with the pupils and established a partnership with the parents of Roma girls, in those cases where I have observed that they sporadically frequented school.</i>
• <i>I have worked with them individually.</i>
• <i>I have used the Meixner method.</i>

The qualitative side of the study carried out through interviews with education specialists revealed also a set of practices used by teachers in schools with a large population of Roma pupils.

These methods and practices revealed during the field study can be summarised as it follows.

- Learning Romani language in order to be closer culturally to the pupils and parents;

I had a situation where the child started first grade and did not know any Romanian. For the little ones, this is how it is, they are completely befuddled. He only knew Romani and Spanish. But we understood each other, slowly but surely. He learned to speak Romanian. Probably because he spent time with children who spoke Romanian. He cottoned on pretty fast. And he didn't know Romanian at all. At the beginning, when I didn't know he doesn't speak Romanian, he was looking at me and I had no idea how to react. I did not know Spanish, or Romani.

- Making social assistance work, next to the educational work (home visits, discussions with neighbours, school-parents mediation, assistance in bureaucratic procedures);

Most of the time, we find out quickly, because we are a small community in which we try to communicate and work together. The teacher is the one who shall know first about the pupil. Once a number of absences are recorded, the teacher must contact the parents to check on the child's situation. Is he sick? What happened?

Last year we had a little girl assigned to our school through the Inspectorate. But she did not attend school. We went to her address, left a notice in the post-box. The girl did not come to school. The neighbours told us that the family had left. We're going through a lot to find them. You can't even imagine.

- Giving the option of the newcomers to choose their teachers, especially in the case of pupils from primary school, justified by their need of empathy with the class master;

When it comes to interhuman interactions, student – teacher. They need to be able to trust. Most of the time they ask information about teachers, about class master, they want to choose the class master or the teacher based on their temper.

- Non-formal and extracurricular activities, sports games in order to attract children and stimulate team work;

They are very different compared to other children, from other schools. It was harder to work with them. Before (at another school) I used to have one or two Roma pupils in class. Here I have only one or two Romanians in the classroom. You have to work differently with them. A different manner of speech must be used, a different attitude. I tried drawing them on my side, playing many games with them, attending sports competitions with them. After hours I train with them. We have a badminton team, an athletics team. Three quarters of them are Roma people.

- Reversing the *fault = punishment* paradigm; encouragement for “the troublemakers” to take responsibilities, supervise the other pupils and thus, investing them with trust;

The ones who caused trouble, I put them in charge of games, of lessons, helped them take accountability. You help them take responsibility. You don't punish them. They are more dutiful if they are in charge.

- Encouragements for any tiny success, in any conditions, in order to gain trust and confidence;

I have a way of working that goes well with them. Negative education should be avoided. For the first grade, if a child made five lines with the letter "a", and from five lines he made one perfect "a", I see only that. I surround the perfect "a", I write "very well", I pretend not to see the rest. I tell him, "How beautifully you made it. This is extraordinary. I don't know how you did it. I did not expect it. I'm so proud of you that you succeeded."

- Personal encouragements for children and manifestation of school pride related to their performances;

At the Christmas festivity, amongst the group that went carolling, there was this child as well. He came to me and kissed me. His teachers told me: "He's one of the best students we've got." There's no greater pride. This means that you should never treat them differently: Roma or Romanian. He is a child.

- Public promotion of Roma pupils' successes (in front of other pupils, teachers, authorities) and public display of the symbols of their successes;

There was the case of a problem child. After some time, the child adapted: from the violent child beating the others, he adapted. We found the solution: he is actually a very good sports player. We sent him to contests and told him to come back with medals. From that moment on, the child became extremely responsible. We even brought him in front of the council of teachers and congratulated him for the team's victory. We have to start from the idea that every child is unique and that the right to education is holy.

- Building personal relations with parents who have reticence in sending their children to school;

At one point, the girl told me: Headmistress, my mother and father want to invite you to a barbecue. If I didn't go, those parents would have felt insulted. They prepared a lot. They received me nicely. Respectfully. I felt like a princess. At the end of year ball, I told them: I'll take this girl and then bring her back to you. But she has to be at the ball. I believe that each of them has to understand that they have to do something for the children.

- Opening access to school administrative spaces, teachers' office, in order to obtain parents' and pupils' respect and trust;

Once you invite parents and children to the teachers' office, you've won their trust. You've treated them with respect. They are your equal. And they will return this respect.

- Supplementary supervision of Roma girls after reaching the age of 12, in order to gain parents' trust as to their safety during school time; supplementary actions for girls' support in exams passing;

When I came to this school, my colleagues told me: "Be careful, we have Roma children. The girls need to be supervised. They are not allowed to go outside of school. Be careful not to let them wander around the corridors, to spend too much time in front of the classroom". They told me all of this from the very start.

I remember the girls whose house I went to, in order to keep them in school. They were locked inside the house. We brought the parents with them to the exams, with the entire school secured. When they did not come to school, the mathematics, Romanian, and biology teachers went to the students' houses. There are no general recipes. There are solutions that you can find at a given moment. That was my solution found at that moment.

- Transfer of practical education methods and attitudes from experienced teachers to new ones.

(Young, sport teacher): Experience teaches you. During the first year, I got into fights with them. They wanted to beat me.

(More experienced school principle): I told the professor: "Stop. We're not judging anyone. Our role in school is different. We don't place labels, we don't analyse. You have to see the good in everyone. You have to see what every student is good at."

- Collective and mutual support of the board of teachers to each colleague, when it comes to pupils' faults, in order to express a strong and consistent attitude toward behaviour correction.

It's very important to have the support of the board of teachers. It is very helpful to have the support of the person next to you. The children must see that you, as a teacher, are supported by your colleagues. That doesn't mean to make alliances against the children; but they have to understand that, when a pupil has done something wrong, everybody should see it that way.

In one particular school where 80% of the pupils enrolled are Roma children, a special case where the school is part of a community where poverty is associated with violence and crime, the Roma principals and Roma mediator indicated more drastic measures to cope with the difficult environment:

- Using local networks of informers among children;
- Teachers' mutual support in facing menaces and violence;
- Using old persons authority in the community to provide support in relation with difficult parents;
- Assuming personal risks in order to gain community's respect and confidence;
- Gaining respect of community through perseverance and negotiations.

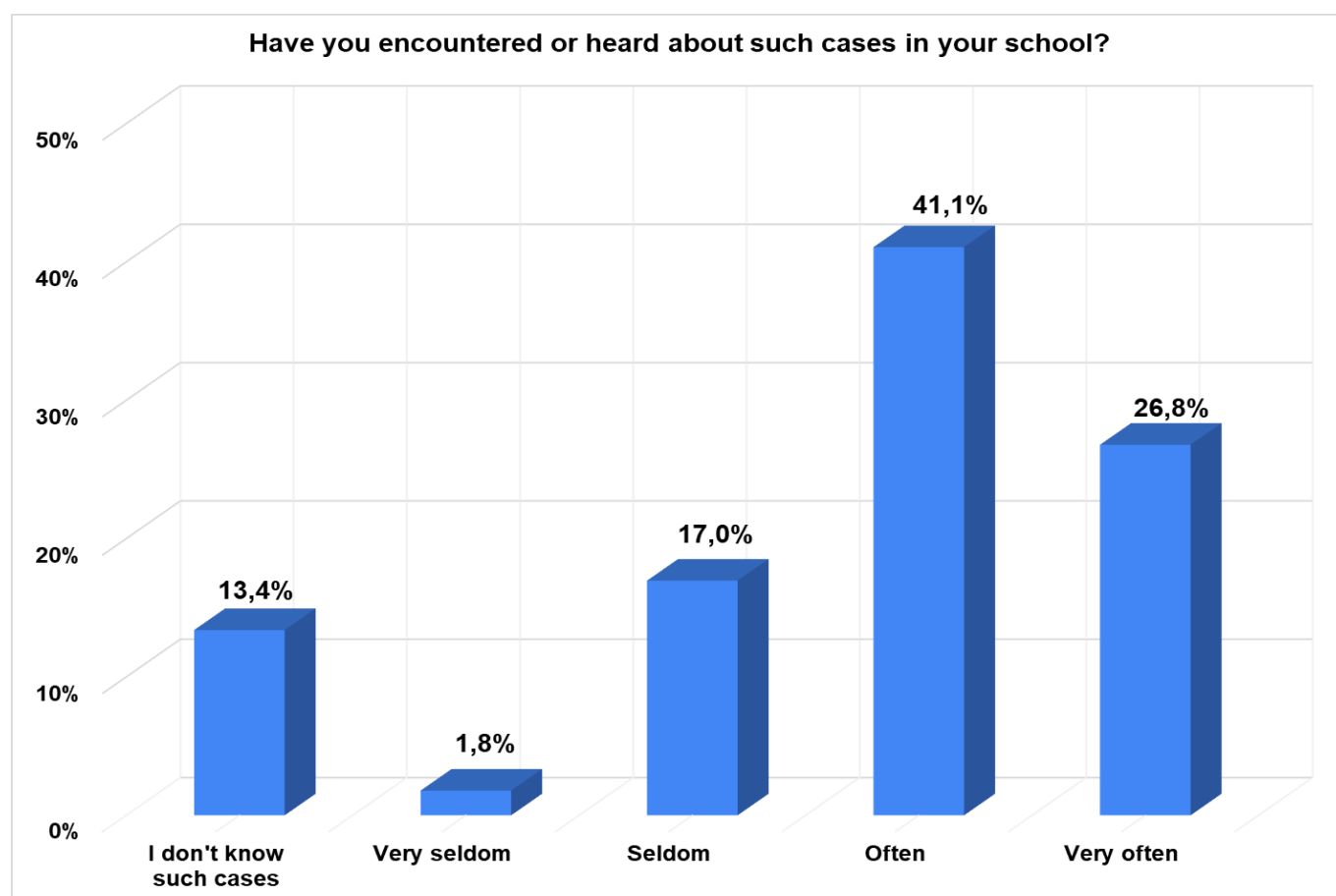
This is a very difficult school. Once you enter the community, you are in the most dangerous place in Europe. If you respect them, they respect you. You have to have got. They test you, even through menaces.

Teachers in such places resist only if they have vocation. The Roma people are very good psychologists. There is large mutual support between teachers in order to cope with the situation. "If you don't have vocation, even if you do 20 trainings, you cannot resist."

VIII. TEACHERS' EXPOSURE TO ROMA MIGRATION CHALLENGES

The findings mentioned in previous chapters are related to the educational needs of Roma pupils in Romania and to the specific practices designed by teachers and schools in order to answer to these needs. The study approached also the issue of Roma pupils in international migration, their specific needs and how teachers and schools respond to those needs.

Firstly, the study searched information about **the teachers' exposure to this phenomenon**, more specifically to the frequency of cases among Roma pupils in classes managed by our respondents. The graph below indicates that only 13.4% of the respondents didn't meet or didn't heard about Roma children on the move cases. All the rest of them are aware about the phenomena of Roma pupils' migration in other countries, while 67,9% of them met such cases "often" or "very often". Thus, we may conclude that our respondents are, in their majority, education experts who worked with Roma pupils in international migration and whose opinions and judgements are based on direct and consistent experience.

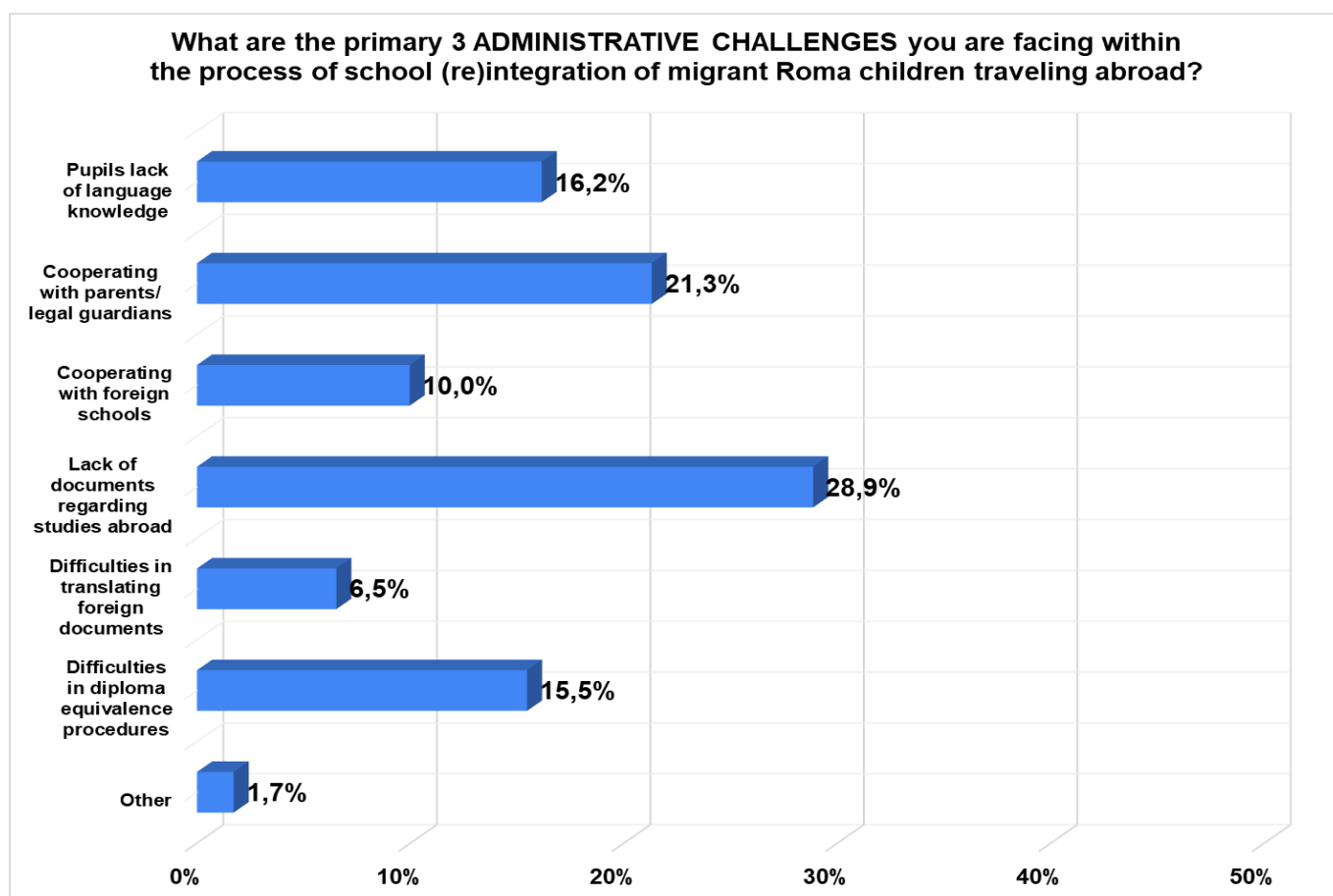


Graph 5. How frequent are the cases of Roma pupils on the move in teachers' experience?

Out of this experience, the respondents made visible the main administrative difficulties in dealing with cases of Roma pupils returning from schools abroad. The graph below indicates that the major difficulty (28.9%) resides in **the absence of study documents for the periods of formal education abroad**. From the point of view of a Capacity building programme, this topic can be approached through teachers' training. The lack of documents can be addressed only through more complex interinstitutional cooperation involving schools from departing and receiving countries.

Other specific problems encountered by teachers are related to **the cooperation with parents** (21.3%). Besides the usual problems indicated by teachers in the cooperation with Roma parents detailed above, in the case of Roma pupils in international migration, the cooperation becomes even more difficult since many of these parents are absent, being engaged in new migratory cycles. Not only that Roma children have their own set of difficulties, not only that general cooperation with Roma parents is difficult due to material conditions or to lack of trust, but **these parents are also almost entirely absent**. Cooperation with other children's supervisors (grandparents, extended family) is also difficult and frustrating for teachers.

In these cases, a Capacity building programme should also propose methods of working with parents and, more specifically, with parents that are most of time absent from the pupil's entourage.



Graph 6. The main three administrative difficulties faced by teachers in school (re)integration of Roma pupils on the move

A specific problem raised by the Roma pupils coming from abroad is that of **Romanian language**. Some of them are born abroad and return in Romania when they reach school age or later. In these cases, children return with Romani language as basic language and sometimes with some knowledge of the foreign language they learned abroad, but with no control of Romanian language. In such cases, schooling becomes difficult. But, having their new whole entourage speaking Romanian (at home, extended family, friends, and at school), this problem is solved in a reasonable period counted in months, up to the point where the new comer reaches a level of mastering local language that allows him/her to keep up with the school.

But, if it comes easy, it does not come without effort, and **teachers need support in dealing with such cases**. Not being trained to teach Romanian to foreigners, this process of accommodation should not be left on the hazard of teachers' will, availability or capacity of offering special attention to such cases.

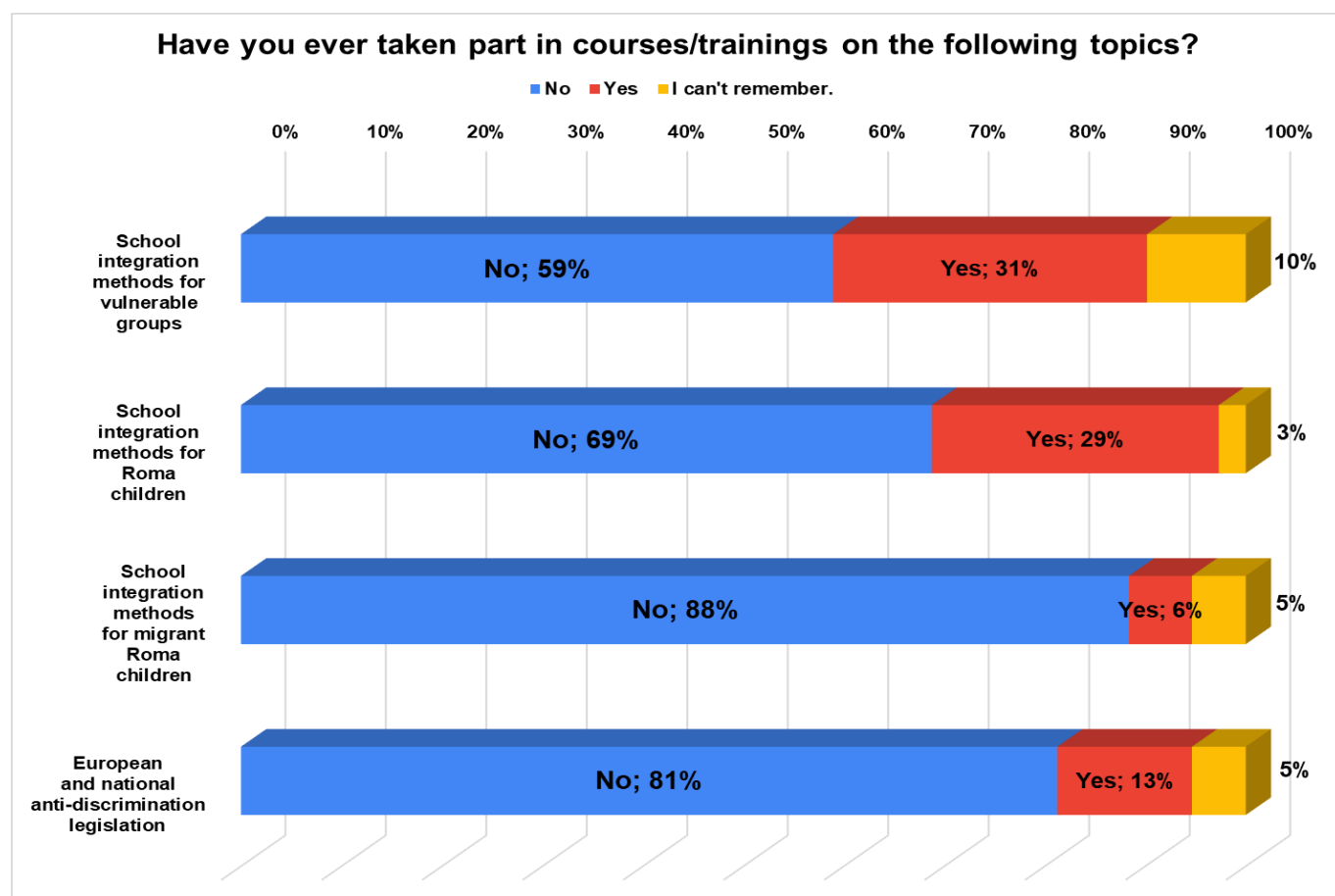
Another special problem encountered is that of **equivalating diplomas or study periods** that Roma pupils achieved abroad. In this context, from a Capacity building programme perspective, a better knowledge of this procedures and of their instruments for facilitating such a process becomes essential.

IX. PREVIOUS TRAINING EXPERIENCE RELATED TO ROMA ETHNICITY

The previous section of this report highlighted the teachers' need to have special educational approaches answering Roma pupils' special needs generated by their belonging to a disadvantaged group (affected by material and social deprivation).

In this sense, the study asked directly the respondents to indicate **if they ever benefited of special trainings related to four topics: migrant pupils, Roma children, disadvantaged groups and anti-discrimination national and European legislation**. The graph below highlights that the participants to this study can hardly identify such special trainings in their professional background. 59% of them have not been trained in educating disadvantaged persons, 69% of them haven't benefited of any course about Roma children, and 88% of them don't recall trainings related to migrant children. Maybe such trainings wouldn't be necessary if our respondents were teaching in schools with less exposure to disadvantaged pupils, to Roma pupils or to migrant children. But, giving that all respondents must teach in classes where all above categories are represented, the fact that the teachers never attended specially designed courses on these topics is very relevant from the point of view of a Capacity building programme.

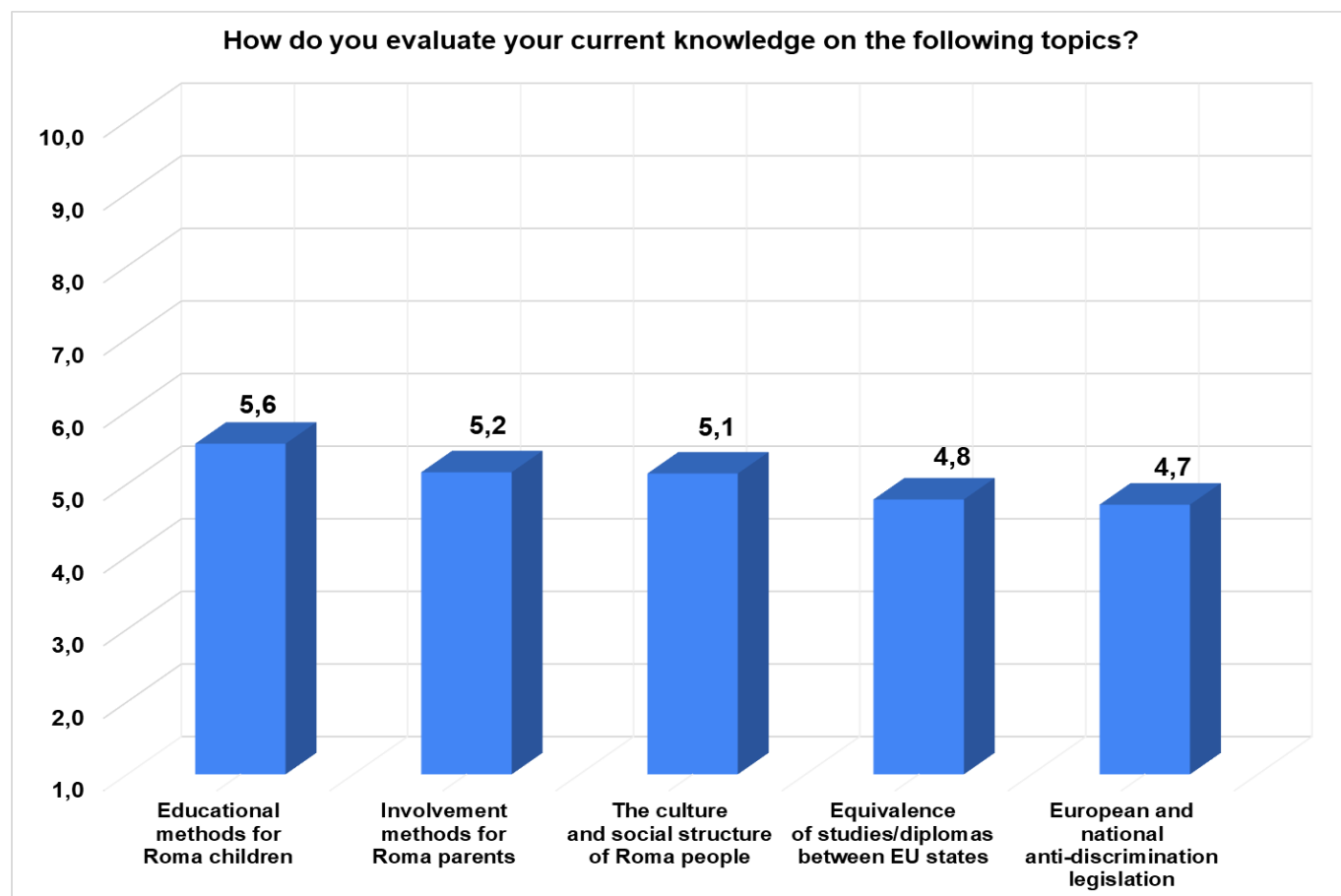
We recall that all our respondents come from schools with more than 50 Roma pupils registered, that 97% of them have experience of teaching in classes with Roma pupils, that they identify most of these pupils as being disadvantaged, and that 67,9% of teachers met "often" and "very often" cases of Roma children in international migration (see Graph no. 5). In this context, the lack of special training on the topics of migrating, Roma and disadvantaged persons becomes very problematic. As we could notice earlier (Graph no. 4), 43.8% of them develop personal methods of dealing with Roma pupils as disadvantaged persons. **The limits of these personal methods are represented by their questionable nature** (unverified and invalidated, only through individual teachers' experience) **and by their lack of transferability from one teacher to another, from one school to another and from one country to another, leading to a permanent and recurrent loss of valuable experience**.



Graph 7. Previous teachers experience of courses regarding possible training themes

A fourth possible topic of training is related to **antidiscrimination National and European legislation**. Even if most of the respondents have to work constantly with disadvantaged persons, especially Roma children, their lack of knowledge related to National and European anti-discrimination legislation becomes problematic and it indicates a need that should be approached through the Capacity building programme.

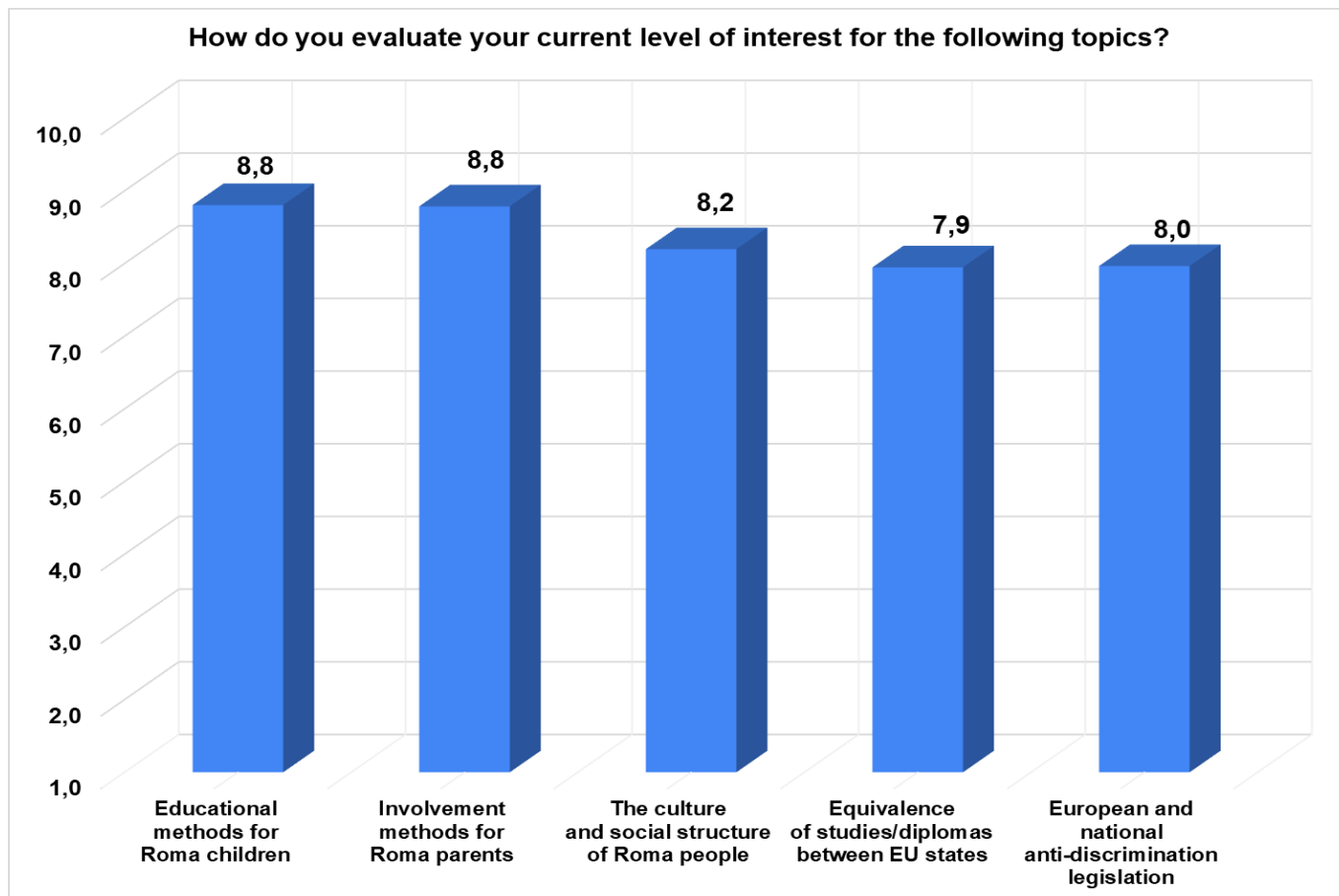
In the same line with teachers' self-assessment, the study asked the respondents to indicate **their own level of knowledge related to the possible training topics**. In the graph below, there are represented the average scores that teachers granted themselves related to possible topics of training on a scale ranging from 1 to 10. All topics submitted to self-evaluation range in the interval between 4,7 points granted to the antidiscrimination legislation and 5,6 points granted to methods of teaching Roma pupils. Again, these levels would be enough if the respondents came from schools with low presence of Roma or other disadvantaged persons. In the case of this study, all respondents are teaching in schools with high presence of Roma pupils as disadvantaged persons.



Graph 8. Teachers self-assessment on their own knowledge level on possible training topics

The teacher's self-assessment on the five topics above was compared to the declared level of interest related to these topics. The level of interest is represented in the graph below. **We may notice that teachers' self-evaluated level of knowledge is very low, and their level of interest is very high, ranging from 7,9 points to 8,8 points medium level of interest on a scale from 1 to 10.**

Concluding, the respondents to this study are working on daily basis with disadvantaged persons, Roma children, they didn't attend special courses on topics relevant for dealing with these disadvantaged persons, they feel their knowledge level on these topics is medium and, this is why they would like to improve it through specially designed trainings.



Graph 9. Teachers interest towards possible training topics

Based on teachers' self-assessment, the study indicates their lack of previous trainings on topics like:

- School integration methods of vulnerable groups (59%)
- School integration methods of Roma pupils (69%)
- School integration methods of Roma children on the move (88%)
- National and European legislation antidiscrimination (81%)

Based on the same self-assessment, the study indicates a gap between the level of interest and the level of knowledge from the teachers' behalf for related to the following topics:

- Educational methods for Roma children (8,8 – 5,6 = 3,2 gap)
- Involvement methods for Roma parents (8,8 – 5,2 = 3,6 gap)
- The culture and social structure of Roma people (8,2 – 5,1 = 3,1 gap)
- Equivalence of studies/diplomas between EU States (7,9 – 4,8 = 3,1 gap)
- European and national anti-discrimination legislation (8,0 – 4,7 = 3,3 gap)

X. CONCLUSIONS AND RECOMMENDATIONS

This report was drafted in order to provide support for a Capacity building programme designed within the project “MISTO AVILEAN (in Romani, Welcome) Migration = Integration: Service Transfer Optimisation — MISTO” funded by the European Union’s Rights, Equality and Citizenship Programme (2014-2020) through the Grant Agreement 809784 - MISTO - REC-AG-2017/REC-RDIS-DISC-AG-2017.

The conclusions and recommendation to follow can also be used in other projects and other programmes addressed to education professionals working on the field of Roma school education.

CONCLUSION 1: Material and relational problems of Roma children in schools.

The study indicates two major problems faced by Roma children in schools from Romania: **material problems** (the lack of school supplies and of adequate clothes and shoes) and **relational problems** related to prejudices and stereotypes, also manifested through rejection showed by other pupils and their parents.

- **The material problems** are not a direct subject of educational methods to be used by teachers in their daily activities. Supply issues are to be approached more by social services, NGOs, local and central authorities, consisting of the provision of supplementary material support where needed and, generally, improving life conditions of Roma communities.
- **The relational problems** can be tackled by school education, since the school, as an institution, has a role in correcting false and unjustified perceptions of pupils and parents, Roma and non-Roma.

RECOMMENDATION 1: organising school activities oriented towards breaking prejudices and stereotypes

Form the point of view of a Capacity building programme, it would be useful for teachers to learn how to identify, approach and counteract the manifestation of prejudices and stereotypes in schools.

- **Standard educational activities** imposed by the Ministry of National Education curricula can engage, through their organisation, in challenging prejudices and stereotypes by mobilising, not only the educational content, but the social relational content too.
- Beside the class activities, **non-formal and extracurricular activities** can be used towards diminishing negative interethnic perceptions and representations.

Far from being a socially / relationally passive institution, the school has a crucial role in shaping opinions, attitudes and actions of pupils and parents. It would be helpful for teachers to acquire a large set of methods and guides for activities challenging prejudices and stereotypes, so that they can act as agents of change among pupils and among parents, directly or indirectly.

CONCLUSION 2: prejudices and stereotypes reproduced involuntarily by teachers themselves

Teachers who answered to the online survey identify as main difficulty of Roma children in school (22,3%) the “prejudices and stereotypes” manifested inside the school environment. In face to face interviews, they try to present the same environment as being free of discrimination, at least from teachers and school institution’s side. Yet, **prejudices are manifested in the teachers’ discourse too, most frequently under the form of low school performance expectations related to Roma children.** Are these low expectations causing low mobilisation from teachers’ side and demotivation from pupils’ side? Are they justified by poverty and marginalisation (lack of resources for school attendance, school supplies, food, clothes, shoes)? Are these low expectations related to ethnicity through generalisation, generating involuntary discrimination and reproducing stereotypes?

RECOMMENDATION 2: organising discussions and analysis with teachers on the theme of the distinction between ethnicity and social and material conditions

Form the point of view of a Capacity building programme, **discussions and debates with teachers related to the difference between ethnicity and social and material conditions** could be approached in order to avoid the vicious circle of prejudices and stereotypes enclosed in reasoning of the type: “*many Roma are poor people; poor people have difficulties in supporting their children at school; pupils from poor families have difficulties at school; then Roma have generally difficulties at school*”. What part of this judgement is legitimated by the material and social condition of children and their families, and what part of it is illegitimately generated by prejudices? **Constant self-interrogation and analysis of practices, attitudes and opinions** should be learned by teachers themselves in order to avoid the negative effects of involuntary prejudices and stereotypes over pupils.

CONCLUSION 3: the tensed relationship between parents – teachers, community – school institution viewed by the teachers as main obstacle against Roma children’s school integration

If someone would ask teachers directly about their needs, their first answer would point out the teacher - Roma parents / school – Roma community relation. In order to deal with this problematic relation, the teachers and the schools representatives develop more frequently a social dimension of the institution, beside the main educational one.

The tensed relationship is explained by teachers through:

- **general familial difficult situation** where parents’ negligence is present in all children’s life dimensions (food, shelter, clothes, education, surveillance, violence, etc);
- **parents’ lack of school education** limiting the children’s aspirations, the amount of family investment in school education and the parents’ projects for their children formal education;

Beside these causes we spotted the signs of a **generalised distrust between the two sides: teachers - Roma parents / school - Roma community.**

On one side, there is a **generalised distrust of Roma parents and community in schools’ capacity of ensuring life success (wealth, recognition, prestige) for their children.** Absenteeism and drop-out may well be initiated, encouraged or tolerated by caring parents who think that:

- school education is less useful than family (nuclear/extended) education or community education;
- school education is not close enough to life challenges that a child must learn how to deal with;
- school provides low practical content (less oriented towards immediate life needs);
- school is a dangerous place, since it implies an extensive period of lack of direct family supervision;
- school is a dangerous place where the children are under the responsibility of some strangers;
- school is a dangerous place where children may suffer discrimination and isolation;

In actual liberal Romania, attractive models of rapid success, wealth and prestige put seriously under **question the schools’ place in society.** In this context, compared to other social categories, Roma parents are prone to challenge the schools’ statement that it is the only vehicle for achieving success, wealth and prestige in life for their children.

If this tension between teachers and parents, between school and community, is well and consistently expressed by teachers, it is not presented in the same way by Roma parents. However, we have strong reasons to believe that parents’ discourse was distorted by the interview context.

On the other side, there is a **generalised distrust of teachers and schools in parents’ capacity and will to support their children in school education.** For the teachers, Roma parents, obstruct children education because:

- they don’t understand, acknowledge and accept the role of school in children’s development;
- they are themselves poorly educated and limit the children school perspective to their own;
- they don’t cooperate with the school in supporting their children’s’ educative progress;
- they don’t accept the compulsory character of school education and don’t “bring” children to school;
- they are tolerant with children truancy, absenteeism and dropout;
- sometimes they even prohibit children’s school attending, mostly in girls’ cases;
- they teach children at home things that contradict the content taught in schools;

Tensed or not, it is obvious that the relationship between teachers and Roma parents, between school and Roma community doesn’t work like in other schools that address mostly to the majority population. We may think that in the majority population communities, schools still have a traditional prestige and parents still believe that going to school is better for their children than staying at home. On the contrary, **Roma parents seem to challenge and question this generally accepted prestige of school institution,** addressing difficult questions related to schools’ capacity to build the personalities of their children suited for life challenges, achieving success, wealth and prestige.

Sometimes, **the tensed relationship between teachers and Roma parents, between school and Roma community becomes a real dispute over the control of children’s future and life targets.** Often teachers ask themselves about how far they can go in their effort of to bring Roma children to school. They ask themselves about the risks of assuming the illegitimate role of social assistant. They worry that working beside their role of teachers can become dangerous for them and perceived as intrusive by Roma parents who try to protect their ethnic identity, their family sovereignty and to keep control over their children education and life perspectives.

Analysing teachers' discourses, it seems that the school wants to educate "good citizens", while the parents want to ensure success, wealth and prestige in life for their children. Are these contradictory? Teachers would say no. Roma parents are not very convinced. Maybe school helps children in life for the majority population. Does it also apply to Roma people? Does equal education for Roma and non-Roma children bring equal success, wealth and prestige? Can school convince Roma parents that complying with school order and exigencies is the best way for their children to achieve success, wealth and prestige in life?

RECOMMENDATION 3: gaining personal trust of Roma parents is the key to the communication and collaboration between parents and teachers, between community and school institution

Teachers and school institution must gain Roma parents' trust and convince them that school education is the best their children can do. Gaining personal trust has to be made person by person. Granted trust and confidence in school institution is not generalised in Roma communities. Sometimes this convincing process spans over generations. Some methods of gaining it are presented by teachers:

- frequent communication and interaction between teachers and parents based on equal positions;
- consistency and constancy in positive and open interaction; offering and demanding respect;
- inviting parents and pupils in teacher's office and interacting on equal positions;
- empathy and understanding of special material and social difficulties of some Roma families;
- showing supplementary supervision and extra-care for Roma children, especially girls;
- promoting success stories of Roma children and exposing their success symbols as objects of school and teachers' pride;
- promoting school benefices for Roma children compared to their parents' generation.

CONCLUSION 4: From the point of view of teachers and schools, Roma children presence in classes requires special approaches and methods of education. **The large majority of experienced teachers (76.8%) considers that special methods of education are necessary.** This indicates a lack of such special methodology and practices at school level (41.1%), and the fact that many teachers develop over time their own practical ways of approaching and dealing with the education of Roma pupils (41.1%). Teachers recognise their limitations in dealing with many difficult cases they encounter in classes where Roma pupils learn. They are not aware of special methodologies that are validated and practiced on large scale. They usually develop personal experience-based methods of work. These methods, not being validated or discussed with other specialists, remain questionable as to their impact: some of them solve urgent situations, but it is hard to know if they don't have long term negative consequences as to their discriminating or stereotype reproduction potential.

A long list of education methods tailored for Roma pupils are enumerated by teachers through the quantitative study. Some of them were identified during the qualitative study too:

- learning Romani language in order to be closer culturally to the pupils and parents;
- involving in social assistance work, next to the educational work (home visits, discussions with neighbours, school-parents mediation, assistance in bureaucratic procedures);
- giving the option of the newcomers to choose their teachers, especially in the case of pupils from primary school, justified by their need of personal empathy with the class master;
- non-formal, extracurricular, sportive games in order to attract children and stimulate team work;
- reversing the fault = punishment paradigm; encouragement for "the troublemakers" to take responsibilities, supervise the other pupils and thus, investing them with trust;
- encouragements for any tiny success, in any conditions, in order to gain trust and confidence;
- personal encouragements for children and manifestation of school pride related to their performances;
- public promotion of Roma pupils' successes (in front of other pupils, teachers, authorities) and public display of the symbols of their successes;
- building personal relations with parents who have reticence in sending their children to school;
- opening access to school administrative spaces, to teachers' office, in order to obtain parents' and pupils' respect and trust;
- Supplementary supervision of Roma girls after reaching the age of 12, in order to gain parents' trust as to their safety during school time; supplementary actions for girls support in exams passing;
- transfer of practical education methods and attitudes from experienced teachers to new ones;
- collective and mutual support of the board of teachers to each colleague, when it comes to pupils' faults, in order to express a strong and consistent attitude toward behaviour correction.

In one particular school where 80% of the pupils are Roma children, a special case where the school is part of a community where poverty is associated with violence and crime, the Roma principal and Roma mediator indicated more drastic measures to cope with the difficult environment:

- using local networks of informers among children;
- teachers' mutual support in facing menaces and violence;
- using old persons authority in the community to provide support in relation with difficult parents;
- assuming personal risks in order to gain community's respect and confidence;
- gaining respect of community through perseverance and negotiations.

RECOMMENDATION 4: Summing up, we may say that most teachers acknowledge the need of a methodological support, they don't find it at school level and, as a result, they develop individual, personal methods of working with Roma children as disadvantaged persons. Are these methods efficient and necessary? Are they the expression of prejudices and stereotypes from the teacher's behalf? Are they good intentions but with bad long-term consequences? **This judgement cannot be done without a case by case analysis**, made with sincerity and sense of reality, with analytical approach.

Out of the qualitative research, we noticed that our respondents are long term educational experts, specialised in day to day teaching activities, and that their special methods of education are build form case to case, from real events, that encouraged them to design special approaches in working with Roma pupils as disadvantaged persons. At the same time, the lack of exterior validation and support, brings the risk of developing apparently good approaches that, in a more subtle way, perpetuate some forms of discrimination and stigmatisation against Roma pupils.

However, an external process of "validation" would put under question teachers' experience over years, in real life situations. In order to escape the possible negative perception of exterior judgement, coming from outside detached instances, we recommend that such analysis to be made by teachers themselves in group communication. **Teachers would learn better from other teachers experiencing the same situations.** They would be also more opened to peer judgements than to some exterior "judgement" and "validation" process. The validation should come, not from a hierarchal superior authority, but from other persons experiencing the same difficulties in the same kind of activity.

CONCLUSION 5: The previous conclusions are even more pregnant when approaching the cases of Roma children on the move. Teachers' exposure to such cases is very high: 41.1 % of our respondents met "often" and 26.8% of them "very often" cases of Roma children on the move in their school. Beside all problems mentioned above concerning the relationship between Roma parents and teachers, between Roma community and school, in the case of Roma children on the move, an additional one is to be found: **parents' absence from the child's entourage.**

Another difficulty faced by teachers in dealing with Roma children on the move are the administrative difficulties of integrating them in schools while returning from schools abroad. The major challenge (28.9%) resides in **the absence of study documents for the periods of formal education abroad.**

A specific problem raised by the Roma pupils on the move is that of **Romanian language.** Some of them are born abroad and return in Romania when they reach school age or later. In these cases, children return with Romani language as basic language and sometimes with some knowledge of the foreign language they learned abroad, but with no control of Romanian language.

A special problem encountered by teachers is that of **equalisation diplomas or study periods** that Roma pupils achieved abroad.

RECOMMENDATION 5: The specific challenges generated by the school integration of Roma pupils in schools after migration are to be dealt with specific training programmes approaching:

- Communication and cooperation methods with parents living abroad;
- Methodologies for pupil's assessment coming from abroad with no documents;
- Methodologies regarding diplomas and study periods equalisation in the case of migrating pupils;
- Basic Romani language learning from teachers' side in order to communicate with pupils who don't speak Romanian language;
- More complex and active interinstitutional cooperation involving schools from departing and receiving countries.

CONCLUSION 6: teachers' experience in trainings dedicated to topics related to Roma pupils as disadvantaged persons is very low.

As we could notice previously, the methods used by teachers come from their own experience. 59% of our respondents have never participated to trainings related to school integration methods for vulnerable persons in general; 69% of them don't have experience in school integration methods tailored for Roma children; 88% of our respondents didn't attend any training related to school integration methods for Roma children on the move. Giving that most of our respondents work daily with Roma pupils and other disadvantaged persons, the fact that 81% of them didn't follow any course in European and national anti-discrimination legislation cannot be avoided by a Capacity building programme.

Based on teachers' self-assessment, the study indicates their lack of previous trainings on topics like:

- School integration methods of vulnerable groups (59%)
- School integration methods of Roma pupils (69%)
- School integration methods of Roma children on the move (88%)
- National and European legislation antidiscrimination (81%)

RECOMMENDATION 6: special and multiple trainings for teachers working with disadvantaged pupils and especially with Roma children in general and migrating Roma children, in particular.

All our respondents are teachers working with Roma children for long periods of time. Their long professional experience in this context justify their claim for special methods of work. At the same time, they indicate that they didn't participate to such trainings in the past, but they have requested them.

Ordinary professional formation for teachers is not enough for those working in difficult environments, where most pupils are vulnerable, as in the case of classes that contain Roma children. Thus, the recommendations support special designed trainings where previously acquired experiences of teachers are submitted to analysis and to improvements with information and peer validation.

CONCLUSION 7: teachers' self-evaluation regarding possible training topics related to Roma pupils' education and (re) integration in school system is very low, while their interest in these fields is very high.

Based on the same self-assessment, the study indicates a gap between the level of interest and the level of knowledge from the teachers' behalf related to the following topics:

- Educational methods for Roma children (8,8 – 5,6 = 3,2 gap)
- Involvement methods for Roma parents (8,8 – 5,2 = 3,6 gap)
- The culture and social structure of Roma people (8,2 – 5,1 = 3,1 gap)
- Equivalence of studies/diplomas between EU States (7,9 – 4,8 = 3,1 gap)
- European and national anti-discrimination legislation (8,0 – 4,7 = 3,3 gap)

RECOMMENDATION 7: organising capacity building programmes and trainings related to the topics where teachers feel they don't have enough instruments of intervention.

We recommend organising programmes and trainings designed to fill the gaps between capacity and need of action, especially on the topics already enumerated by teachers. Such trainings should corroborate their previous experience in the field with other external guidance and validation through group analysis.

The first three topics enumerated above are relevant for the problems indicated by teachers in relation with Roma parents and Roma community. The last three topics enumerated are relevant for dealing with the growing number of Roma children on the move cases that teachers encounter in their daily activity at school.

GENERAL CONCLUSION OF THE STUDY:

Teachers working in schools with a high addressability to Roma communities and with many Roma pupils registered have a double stress that is not covered by their initial formation and by their job description:

- stress generated by the fact that they have to fulfil simultaneously education functions and social assistance functions in relating with disadvantaged persons, groups and communities;
- stress generated by the fact that they lack special methodologies and trainings related to special conditions and needs of disadvantaged persons, groups and communities.

There is a third stress that affect teachers' and schools' activity. They usually depend on these pupils, groups and communities. Absenteeism and dropout are phenomena that affect teachers and schools in a very direct way: less pupils leads to less material and human resources in those schools.

Generally, teachers and schools are ill-equipped in dealing with such situations. In time, they develop their own methods and solutions which are validated only on local level, but may well be also forms of dissimulated, unintended discrimination, reproducing the circle of marginalisation.

GENERAL RECOMMENDATION OF THE STUDY:

Organising a Capacity building programme with teachers where their experience as experts working for years in difficult environments is valorised, discussed and analysed in order to make the distinction between good and bad practice. Such a training should have the form of experience exchange sessions where teachers have the chance of interaction with other specialists facing the same problems. Outside intervention should have the role of a moderator, with analytical capacity, able to address difficult and revealing questions to practices developed empirically by teachers over time.

In the case of migrating Roma pupils, this set of good/bad practices could be shared between specialists in various countries, in order to ensure a better comprehension of the specific conditions faced by Roma pupils on the move. A Collection of good/bad practices in educating Roma pupils in general and Roma pupils on the move in special based on teachers' experience would be of much help for teachers and schools dealing with (migrating) Roma pupils.

Another component of the training should be a technical one, clarifying legislative procedures for migrating children's reinsertion in the school system, especially in the case of pupils without documents (previously educated in other schools and countries).

Acquiring and understanding antidiscrimination legislation on national and European level is also a must for such a Capacity building programme.

ANNEX 1 - GUIDES FOR DIRECTIVE / FOCUS GROUP INTERVIEWS

- 1. INTERVIEW GUIDE WITH SCHOOL PRINCIPALS AND TEACHERS IN ROMANIA**
- 2. INTERVIEW GUIDE WITH OTHER INSTITUTIONS / ORGANISATIONS IN ROMANIA**

GUIDES FOR DIRECTIVE / FOCUS GROUP INTERVIEWS

1. INTERVIEW GUIDE WITH SCHOOL PRINCIPALS AND TEACHERS IN ROMANIA

Dear Madame / Dear Sir,

We are running this interview within the Project MISTO AVILEAN!, funded by the European Union through the Programme Rights, Equality and Citizenship (2014-2020).

The project seeks to identify structural and cultural, institutional and personal, formal or informal obstacles for Roma pupils' integration or reintegration in schools in the context of their parents' permanent or temporary migration in various countries of the EU, especially in France and Spain.

The project seeks to find small / medium or large scale solutions to overcome these obstacles.

In order to better define the problems encountered by the Roma families in international migration and their children, as well as by the schools' representatives, please provide us with some essential information based on your view, knowledge and experience.

1. As far as you know, do you have many pupils in your school with the experience of temporary external migration, following their families at work in other EU countries, especially France or Spain?
2. As far as you know, do you have many pupils in your school with Roma ethnicity?
3. As far as you know, how many of these Roma children have the experience of temporary external migration following their families at work in other EU countries, especially France or Spain?
(warming questions; we are not looking for precise information but for introducing the theme)
4. Please tell us what **difficulties** your school has in reintegrating children (following migration) in school in general (returned from other countries where they followed their parents at work).
5. What about the **difficulties** encountered in reintegrating Roma children (following migration) in school in particular? (returned from other countries where they followed their parents at work)
6. Do you remember cases of Roma families trying to reintegrate their children in school and **abandoning** the process? If yes, which could be the **reasons** of abandoning, in your opinion?
7. Do you remember cases of Roma families trying to reintegrate their children in school and having **difficulties**? If yes, **which** were the difficulties encountered?

Possible administrative difficulties in reintegration process (please provide us with details):

- difficulties in ensuring **transportation / housing / clothing / school supplies**
- difficulties in presenting / obtaining **documents** and written proofs of previous education level reached in other countries of migration
- difficulties in communication with the **hosting schools** in other countries FR / ES (cooperation, delays)
- difficulties in the **evaluation of the educational level** of the returned (Roma) children after migration
- difficulties in **diploma equivalence and recognition** (obtained in other countries)
- difficulties in finding **"the right" class/"the right" teacher** to accept returned (Roma) children after migration
- difficulties in **educational integration** of pupils (reaching grades, passing exams)
- difficulties in ensuring the **transition curricula** for the returned (Roma) pupils, if any available

Socio-cultural difficulties in reintegration process (please provide us with details):

- difficulties in maintaining the **communication** with the parents, regarding the administrative and educational trajectory of their returned children
- difficulties in convincing the local community / the school administrative body **to accept** returned (Roma) children after migration
- difficulties in convincing the teachers / the parents / the other pupils **to accept** returned (Roma) children in school / in class after migration
- difficulties in reaching the material / social / psychological **well-being** of returned (Roma) children in schools / classes after migration

8. How did your school **overcome** these difficulties? Please provide us with examples if possible.
9. What **advices** would you give to other teachers in other schools facing the same difficulties:
 - from an administrative point of view / from a cultural point of view
 - lessons learned / blockage point still to be treated
10. How do you think that the school personnel could be better **prepared / trained** to deal with returned from abroad pupils in general and returned Roma pupils from abroad in particular?
11. Can you please mention some possible **fields of competence** to be approached in a training for administrative body and / or for teachers in dealing with returned from abroad (Roma) children educational / social / cultural integration?
12. As far as you remember, can you please share with us possible **success / failure stories** of returned from abroad (Roma) children as to their educational / social / cultural integration?

In the end, do you have **anything else** to share with us and with other directors / secretaries / teachers as to the challenges and possible solutions for administrative, educational, social and cultural reintegration of returned from abroad (Roma) children in schools?

Thank you for your support in developing this study and in identifying solutions for these problems.

GUIDES FOR DIRECTIVE / FOCUS GROUP INTERVIEWS

2. INTERVIEW GUIDE WITH OTHER INSTITUTIONS / ORGANISATIONS IN ROMANIA

Dear Madame / Dear Sir,

We are running this interview within the Project MISTO AVILEAN!, funded by the European Union through the Programme Rights, Equality and Citizenship (2014-2020).

The project seeks to identify structural and cultural, institutional and personal, formal or informal obstacles for Roma pupils' integration or reintegration in schools in the context of their parents' permanent or temporary migration in various countries of the EU, especially in France and Spain.

The project seeks to find small / medium or large scale solutions to overcome these obstacles.

In order to better define the problems encountered by the Roma families in international migration and their children, as well as by the schools' representatives, please provide us with some essential information based on your view, knowledge and experience.

1. Giving your profession and function, in what way are you familiar with **children migration in general**?
2. In what way are you familiar with **school education of Roma children**?
3. In what way you are familiar with **school integration of Roma children on the move**, especially of those returned from other countries, after following their families abroad for work?

Please provide us with details of your **interaction with these topics**.

(warming questions; we are not looking for precise information but for introducing the theme)

4. What kind of **information** can you provide regarding school (re)integration of (Roma) children in migration?

- statistics, quantitative / qualitative data, specific studies and reports,
- list of schools hosting (Roma) children in migration,
- formal procedures for integrating (Roma) children on the move in school
- contacts with other professionals specialised in this topic,
- detailed information regarding specific cases, specific schools,
- working / training methodologies treating these cases,

(if he/she can provide information, documents, we try to obtain them during or after the interview, or through further correspondence, encounters – very useful for the study, as secondary sources)

5. Based on your experience, please indicate **the main obstacles in school (re)integration** of (Roma) children on the move, especially of those returning from other countries after periods of migration?

Possible administrative difficulties in reintegration process (please provide us with details):

- difficulties in ensuring **transportation / housing / clothing / school supplies**
- difficulties in presenting / obtaining **documents** and written proofs of previous education level reached in other countries of migration
- difficulties in communication with the **hosting schools** in other countries FR / ES (cooperation, delays)
- difficulties in the **evaluation of the educational level** of the returned (Roma) children after migration
- difficulties in **diploma equivalence and recognition** (obtained in other countries)
- difficulties in finding “**the right**” class/“**the right**” teacher to accept returned (Roma) children after migration
- difficulties in **educational integration** of pupils (reaching grades, passing exams)
- difficulties in ensuring the **transition curricula** for the returned (Roma) pupils, if any available

Socio-cultural difficulties in reintegration process (please provide us with details):

- difficulties in maintaining the **communication** with the parents, regarding the administrative and educational trajectory of their returned children
- difficulties in convincing the local community / the school administrative body **to accept** returned (Roma) children after migration
- difficulties in convincing the teachers / the parents / the other pupils **to accept** returned (Roma) children in school / in class after migration
- difficulties in reaching the material / social / psychological **well-being** of returned (Roma) children in schools / classes after migration

6. Based on your experience and knowledge, **what measures have been taken in schools** or other specialised institutions / organisation in order to respond to such obstacles?
Please provide us with examples if possible.
7. What **advices** would you give to schools' professionals in order to diminish the impact of these obstacles faced by (Roma) children on the move, especially of those returning in Romania from other European countries after periods of migration with their families:
 - from an administrative point of view / from a cultural point of view
 - lessons learned / blockage point still to be treated
8. How do you think that the school personnel could be better **prepared / trained** to deal with returned from abroad pupils in general and returned Roma pupils from abroad in particular?
9. Can you please mention some possible **fields of competence** to be approached in a training for administrative body and / or for teachers in dealing with returned from abroad (Roma) children educational / social / cultural integration?
10. As far as you remember, can you please share with us possible **success / failure stories** of returned from abroad (Roma) children as to their educational / social / cultural integration?

In the end, do you have **anything else** to share with us and with other directors / secretaries / teachers as to the challenges and possible solutions for administrative, educational, social and cultural reintegration of returned from abroad (Roma) children in schools?

Thank you for your support in developing this study and in identifying solutions for these problems.

ANNEX 2 - SURVEY FORM (PRINTED VERSION)



This project is funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)



SURVEY - ROMA CHILDREN IN INTERNATIONAL MIGRATION

to evaluate the training related needs of educational specialists working with Roma children and especially with Roma children undergoing a process of international migration alongside their parents.

The current survey is undertaken as part of the international project "MISTO AVILEAN!" implemented by the Terre des hommes Foundation Romania in partnership with the Terre des Hommes Europe Foundation (Hungary), as well as Fundación Secretariado Gitano (Spain) and AFEJI (France), and financed by the European Commission.

The project aims to support the process of school related (re)integration of Roma children coming from migrant families, temporary working abroad, especially in France and Spain.

Your responses shall remain anonymous. There are no good or bad answer, only points of view built on your hands on experience. Thank you in advance!

CHALLENGES IN ROMA CHILDREN SCHOOL EDUCATION

1. Please indicate if you have worked with Roma children thus far.
 - a. Yes
 - b. No (if negative, the interview ends)

2. What do you think are the primary 3 challenges encountered by Roma children in your school?

(Please choose only 3 options you find most relevant.)

 - a. School supplies
 - b. Clothes/Shoes
 - c. Transportation to/from school
 - d. Knowledge of spoken language
 - e. Acceptance by the administration
 - f. Acceptance by the teachers
 - g. Acceptance by the student body
 - h. Acceptance by the other parents
 - i. Prejudice and stereotypes
 - j. Other (2-3 words)

3. What are the primary 3 challenges you encounter while working with Roma children?

(Please choose only 3 options you find most relevant.)

 - a. Absenteeism
 - b. Drop out of school
 - c. Lack of continuity
 - d. Restrictions imposed by family
 - e. Children disinterest
 - f. Parents disinterest
 - g. Parents' level of education
 - h. Communicating with parents
 - i. Children domestic labour
 - j. Other (2-3 words)



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This project is funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)



EDUCATIONAL METHODS TAILORED FOR ROMA CHILDREN

4. Do you believe that in the educational process of Roma children there is a need for tailored educational methods/special educational approaches? (different/extra when compared to other social categories)?
 - a. Definitely yes
 - b. Perhaps yes
 - c. Perhaps not
 - d. Definitely no
 - e. I cannot say

5. To your knowledge, are there special educational methods applied for Roma children in your school?
 - a. Yes. Formal, institutionalized methods.
 - b. Yes. Informal, general methods.
 - c. Yes. Personal, experienced based methods.
 - d. No. There are no special methods.

6. What kind of special educational methods have you applied during your teaching activity?

(describe the methods used through short expressions formed by 1-2-3 illustrative words)

 - a. I have never applied such methods.
 - b. *(special educational methods)*

THE ISSUE OF MIGRANT ROMA CHILDREN TRAVELING ABROAD 1

Some Roma children have the experience of international migration alongside their parents: seasonal migration (3-6 months), temporary (aprox. 1 year), extended (1-3 years), permanent (over 3 years) or born in other country.

7. Have you encountered or heard about such cases in your school?
 - a. Very often
 - b. Often
 - c. Seldom
 - d. Very seldom
 - e. I do not know such cases *(in this case, please pass to question no. 15)*

8. 8.2. Describe using 2-3 words the challenges encountered by Roma children during the process of school (re)integration, for each of the bellow categories.

(please provide one answer for each of the bellow migrant children categories)

	1-2-3 representative words
a. Seasonal Migration (3-6 months), WITH/WITHOUT the interruption of studies in Romania;	
b. Temporary Migration (aprox. 1 year), WITH/WITHOUT schooling while in the receiving country;	
c. Extended Migration (several years), WITH/WITHOUT schooling while in the receiving country;	
d. Permanent Migration, WITH/WITHOUT schooling while in the receiving country;	
e. Born in other countries, WITH/WITHOUT having finished studies abroad and returned in Romania for studies;	

9. Please point out other challenges faced by migrant Roma children during the process of school (re)integration, for each of the following domains.

(please provide one answer for each of the bellow migrant children categories)

	1-2-3 representative words
a. Logistic/Material related	
b. Administrative	
c. Educational/School related	
d. Psychological	
e. Social/Relationship related	
f. Family related	



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THE ISSUE OF MIGRANT ROMA CHILDREN TRAVELING ABROAD 2

10. What are the primary 3 administrative challenges you are facing within the process of school (re)integration of migrant Roma children traveling abroad?

(Please choose only 3 options you find most relevant.)

- a. Pupils lack of language knowledge
- b. Cooperating with parents/legal guardians
- c. Cooperating with foreign schools
- d. Lack of documents regarding studies abroad
- e. Difficulties in translating foreign documents
- f. Difficulties in diploma equivalence procedures
- g. Other (2-3 words)

11. What are the primary 3 educational challenges migrant Roma children are facing during the process of school (re)integration in Romania?

(Please choose only 3 options you find most relevant.)

- a. Lack of schooling while living abroad
- b. Long periods without schooling
- c. Evaluating the level of studies
- d. Educational gaps accumulated
- e. Differences between education systems
- f. Differences between age and class level
- g. Other (2-3 words)

12. What are the primary 3 psychological challenges migrant Roma children are facing during the process of school (re)integration in Romania?

(Please choose only 3 options you find most relevant.)

- a. Lack of focus
- b. Discouragements
- c. Demotivation
- d. Disinterest
- e. Drop out
- f. Self-isolation
- g. Other (2-3 words)

13. What are the primary 3 social-relational challenges migrant Roma children are facing during the process of school (re)integration in Romania?

(Please choose only 3 options you find most relevant.)

- a. Interacting with teachers
- b. Interacting with other pupils
- c. Acceptance by the administration
- d. Acceptance by the teachers
- e. Acceptance by the student body
- f. Acceptance by the other parents
- g. Other (2-3 words)

14. What are the primary 3 familial challenges migrant Roma children are facing during the process of school (re)integration in Romania?

(Please choose only 3 options you find most relevant.)

- a. Family material problems
- b. Disorganised families
- c. Children work in the household
- d. Children work for revenues
- e. Family attitudes toward school
- f. Unfavourable cultural characteristics
- g. Other (2-3 words)





This project is funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020)



PREVIOUS TRAINING COURSES/SPECIALIZATIONS IN FIELDS SUCH AS vulnerable groups/Roma people/migrant Roma people

(This section is required for the substantiation and structuring of a future training course for teachers involved in the education of Roma children)

15. Have you ever taken part in courses/trainings on the following topics?

(Please indicate an answer for each of the following training topics)

	NO	YES	I can't remember
a. European and national anti-discrimination legislation	0	1	2
b. School integration methods for vulnerable groups	0	1	2
c. School integration methods for Roma children	0	1	2
d. School integration methods for migrant Roma children	0	1	2

16. How do you evaluate your current knowledge on the following topics?

(Please grade each of the following topics by using a scale from 1 to 5 according to your current level of knowledge on each topic, where 1 represents "a low level of knowledge" and 5 represents "a high level of knowledge")

	1	2	3	4	5
a. European and national anti-discrimination legislation					
b. Equivalence of studies/diplomas between EU states					
c. The culture and social structure of Roma people					
d. Educational methods for Roma children					
e. Involvement methods for Roma parents					

17. How do you evaluate your current level of interest for the following topics?

(Please grade each of the following topics by using a scale from 1 to 5 according to your current level of interest for each topic, where 1 represents "a low level of interest" and 5 represents "a high level of interest")

	1	2	3	4	5
a. European and national anti-discrimination legislation					
b. Equivalence of studies/diplomas between EU states					
c. The culture and social structure of Roma people					
d. Educational methods for Roma children					
e. Involvement methods for Roma parents					

Should you like to know more about the "MISTO AVILEAN!" project (Bun venit! Welcome! Bienvenido! Bienvenues!) and take part in future activities, please be so kind as to offer us your contact details so we are able to inform you about future activities and opportunities (materials, training courses, contests), as well as on the results of the project.

18. I consent/I do not consent to the storage, processing and use of the data below by the Terre des hommes Romania Foundation in order to inform me about the activities, opportunities and results of the "MISTO AVILEAN!" project as well as reporting to the financing authority. I acknowledge that the contact details provided below can be deleted from the Terre des hommes Romania database at my request sent by email to bogdan.romanica@tdh.ch / rou.office@tdh.ch

- a. Yes. I consent.
- b. No. I don't consent (In negative case, the interview ends.)

- 19. Country (optional):
- 20. City/Village (optional):
- 21. School name (optional):
- 22. Surname (optional):
- 23. Name (optional):
- 24. E-mail address (optional):
- 25. Phone number (optional):

The project aims to support the integration/reintegration of Roma children within the schooling and educational system in cases of migrant families working abroad, especially in France and Spain.

The main stages and means of accomplishing the project goals are:

1. Conducting an empirical research to identify the obstacles that the target group faces in school (re)integration (inter-institutional administrative / cultural problems and prejudices, etc.).
2. Creating a cooperation mechanism between educational institutions in Romania, Spain and France.
3. Direct and online training with staff from 40 school units: 20 from Romania, 10 from Spain and 10 from France.
4. Campaigns to promote the (re) integration of Roma children into schools in Romania, Spain and France.

THANK YOU FOR TAKING PART IN THIS STUDY!



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ANNEX 3 SURVEY FORM (ONLINE VERSION)

ONLINE SURVEY – GOOGLE FORMS



This project is funded by
the European Union's Horizon
Research and Innovation
Programme (2014-2020)

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ROMA CHILDREN IN INTERNATIONAL MIGRATION

SURVEY - ROMA CHILDREN IN INTERNATIONAL MIGRATION

to evaluate the training related needs of educational specialists working with Roma children and especially with Roma children undergoing a process of international migration alongside their parents.

The current survey is undertaken as part of the international project "MISTO AVILEANI" implemented by the Terre des hommes Foundation Romania in partnership with the Terre des Hommes Europe Foundation (Hungary), as well as Fundación Secretariado Gitano (Spain) and AFEJI (France), and financed by the European Commission.

The project aims to support the process of school related (re)integration of Roma children coming from migrant families, temporary working abroad, especially in France and Spain.

Your responses shall remain anonymous. There are no good or bad answer, only points of view built on your hands on experience. Thank you in advance!

*Obligatoriu

1. 0. Do you agree to take part in this training related need assessment survey? *

Marcați un singur oval.

YES

NO (in this case, the interview ends)

După ultima întrebare din această secțiune,

treceți la „PROJECT DESCRIPTION AND THANKS”.

2. 1. Please indicate if you have worked with Roma children thus far.

Marcați un singur oval.

YES. I have worked with Roma children.

NO. I have never worked with Roma children. (in this case, the interview ends)

Treceți la „PROJECT DESCRIPTION AND THANKS”.

CHALLENGES IN ROMA CHILDREN SCHOOL EDUCATION

3. 2. What do you think are the primary 3 challenges encountered by Roma children in your school? *

Choose only 3 options you find most relevant.

Bifați toate variantele aplicabile.

School supplies

Clothes/Shoes

Transportation to/from school

Knowledge of spoken language

Acceptance by the administration

Acceptance by the teachers

Acceptance by the student body

Acceptance by the other parents

Prejudice and stereotypes

Altele: _____

4. 3. What are the primary 3 challenges you encounter while working with Roma children? *

Choose only 3 options you find most relevant.

Bifați toate variantele aplicabile.

- Absenteeism
- Drop out of school
- Lack of continuity
- Restrictions imposed by family
- Children' disinterest
- Parents' disinterest
- Parents' level of education
- Communicating with parents
- Children domestic labour
- Altele: _____

EDUCATIONAL METHODS TAILORED FOR ROMA CHILDREN

5. 4. Do you believe that in the educational process of Roma children there is a need for tailored educational methods/special educational approaches? (different/extra when compared to other social categories) *

Marcați un singur oval.

- Definitely yes
- Perhaps yes
- Perhaps not
- Definitely not
- I cannot say

6. 5. To your knowledge, are there special educational methods applied for Roma children in your school? *

Marcați un singur oval.

- Yes. Formal, institutionalized methods.
- Yes. Informal, general methods.
- Yes. Personal, experienced based methods.
- No. There are no special methods.

7. 6. What kind of special educational methods have you applied during your teaching activity? *

(describe the methods used through short expressions formed by 1-2-3 illustrative words)

Bifați toate variantele aplicabile.

- I have never applied such methods.
- Altele: _____

THE ISSUE OF MIGRANT ROMA CHILDREN TRAVELING ABROAD 1

Some Roma children have the experience of international migration alongside their parents: seasonal migration (3-6 months), temporary (aprox. 1 year), extended (1-3 years), permanent (over 3 years) or born in other country.

8. 7. Have you encountered or heard about such cases in your school? *

Marcați un singur oval.

- Very often
 Often
 Seldom
 Very seldom
 I do not know such cases (in this case, please pass to question no. 15)

După ultima

întrebare din această secțiune, treceți la „PROJECT DESCRIPTION AND THANKS”.

9. 8.1. Describe using 2-3 words the challenges encountered by Roma children during the process of school (re)integration... *

1. SEASONAL MIGRATION (3-6 months),
WITH/WITHOUT the interruption of studies in
Romania;

10. 8.2. Describe using 2-3 words the challenges encountered by Roma children during the process of school (re)integration... *

2. TEMPORARY MIGRATION (aprox. 1 year),
WITH/WITHOUT schooling while in the receiving
country;

11. 8.3. Describe using 2-3 words the challenges encountered by Roma children during the process of school (re)integration... *

3. EXTENDED MIGRATION (several years),
WITH/WITHOUT schooling while in the receiving
country;

12. 8.4. Describe using 2-3 words the challenges encountered by Roma children during the process of school (re)integration... *

4. PERMANENT MIGRATION, WITH/WITHOUT
schooling while in the receiving country;

13. 8.5. Describe using 2-3 words the challenges encountered by Roma children during the process of school (re)integration... *

5. BORN IN OTHER COUNTRIES,
WITH/WITHOUT having finished studies abroad
and returned in Romania for studies;

14. 9.1. Point out other challenges faced by migrant Roma children during the process of school (re)integration... *

1. LOGISTIC/MATERIAL related;

15. 9.2. Point out other challenges faced by migrant Roma children during the process of school (re)integration... *

2. ADMINISTRATIVE;

16. 9.3. Point out other challenges faced by migrant Roma children during the process of school (re)integration... *

3. EDUCATIONAL/SCHOOL related;

17. 9.4. Point out other challenges faced by migrant Roma children during the process of school (re)integration... *

4. PSYCHOLOGICAL;

18. 9.5. Point out other challenges faced by migrant Roma children during the process of school (re)integration... *

5. SOCIAL/RELATIONSHIP related;

THE ISSUE OF MIGRANT ROMA CHILDREN TRAVELING ABROAD 2

19. 10. What are the primary 3 ADMINISTRATIVE CHALLENGES you are facing within the process of school (re)integration of migrant Roma children traveling abroad? *

Choose only 3 options you find most relevant.

Bifați toate variantele aplicabile.

- Pupils lack of language knowledge
- Cooperating with parents/legal guardians
- Cooperating with foreign schools
- Lack of documents regarding studies abroad
- Difficulties in translating foreign documents
- Difficulties in diploma equivalence procedures
- Altele: _____

20. 11. What are the primary 3 EDUCATIONAL CHALLENGES migrant Roma children are facing during the process of school (re)integration in Romania? *

Choose only 3 options you find most relevant.

Bifați toate variantele aplicabile.

- Lack of schooling while living abroad
- Long periods without schooling
- Evaluating the level of studies
- Educational gaps accumulated
- Differences between education systems
- Differences between a pupil's age and class level
- Altele: _____

21. 12. What are the primary 3 PSYCHOLOGICAL CHALLENGES migrant Roma children are facing during the process of school (re)integration in Romania? *

Choose only 3 options you find most relevant.

Bifați toate variantele aplicabile.

- Lack of focus
- Discouragements
- Demotivation
- Disinterest
- Drop out
- Self-isolation
- Altele: _____

22. 13. What are the primary 3 SOCIO-RELATIONAL CHALLENGES migrant Roma children are facing during the process of school (re)integration in Romania? *

Choose only 3 options you find most relevant.

Bifați toate variantele aplicabile.

- Interacting with teachers
- Interacting with other pupils
- Acceptance by the administration
- Acceptance by the teachers
- Acceptance by the student body
- Acceptance by the other parents
- Altele: _____

23. 14. What are the primary 3 FAMILIAL CHALLENGES migrant Roma children are facing during the process of school (re)integration in Romania? *

Choose only 3 options you find most relevant.

Bifați toate variantele aplicabile.

- Family material problems
- Disorganised families
- Children work in the household
- Children work for revenues
- Family attitudes toward school
- Unfavourable cultural characteristics
- Altele: _____

PREVIOUS TRAINING COURSES/SPECIALIZATIONS IN FIELDS SUCH AS - vulnerable groups/Roma people/migrant Roma people

(This section is required for the substantiation and structuring of a future training course for teachers involved in the education of Roma children)

24. 15. Have you ever taken part in courses/trainings on the following topics? *

(Please indicate an answer for each of the following training topics)

Bifați toate variantele aplicabile.

	Yes	No	I cannot recall.
European and national anti-discrimination legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School integration methods for vulnerable groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School integration methods for Roma children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School integration methods for migrant Roma children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. 16. How do you evaluate your current knowledge on the following topics? *

(Please grade each of the following topics by using a scale from 1 to 5 according to your current level of knowledge on each topic, where 1 represents "a low level of knowledge" and 5 represents "a high level of knowledge")

Bifați toate variantele aplicabile.

	1	2	3	4	5
European and national anti-discrimination legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equivalence of studies/diplomas between EU states	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The culture and social structure of Roma people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational methods for Roma children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involvement methods for Roma parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. 17. How do you evaluate your current level of interest for the following topics? *

(Please grade each of the following topics by using a scale from 1 to 5 according to your current level of interest for each topic, where 1 represents "a low level of interest" and 5 represents "a high level of interest")

Bifați toate variantele aplicabile.

	1	2	3	4	5
European and national anti-discrimination legislation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equivalence of studies/diplomas between EU states	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The culture and social structure of Roma people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational methods for Roma children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involvement methods for Roma parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONTACT DETAILS (Optional)

Should you like to know more about the "MISTO AVILEANI" project (Bun venit! Welcome! Bienvenido! Bienvenuel!) and take part in future activities, please be so kind as to offer us your contact details so we are able to inform you about future activities and opportunities (materials, training courses, contests), as well as on the results of the project.

27. 18. I consent/I do not consent to the storage, processing and use of the data below by the Terre des hommes Romania Foundation in order to inform me about the activities, opportunities and results of the "MISTO AVILEANI" project as well as reporting to the financing authority. I acknowledge that the contact details provided below can be deleted from the Terre des hommes Romania database at my request sent by email to bogdan.romanica@tdh.ch / rou.office@tdh.ch

Marcați un singur oval.

I consent.

I do not consent. *După ultima întrebare din această secțiune, treceți la „PROJECT DESCRIPTION AND THANKS”.*

28. 19. Country (optional):

29. 20. City/Village (optional):

30. 21. School name (optional):

31. 22. Surname (optional):

32. 23. Name (optional):

33. 24. E-mail address (optional):

34. 25. Phone number (optional):

PROJECT DESCRIPTION AND THANKS

The project aims to support the integration/reintegration of Roma children within the schooling and educational system in cases of migrant families working abroad, especially in France and Spain.

The main stages and means of accomplishing the project goals are:

1. Conducting an empirical research to identify the obstacles that the target group faces in school (re)integration (inter-institutional administrative / cultural problems and prejudices, etc.).
2. Creating a cooperation mechanism between educational institutions in Romania, Spain and France.
3. Direct and online training with staff from 40 school units: 20 from Romania, 10 from Spain and 10 from France.
4. Campaigns to promote the (re) integration of Roma children into schools in Romania, Spain and France.

THANK YOU FOR TAKING PART IN THIS STUDY!

Un produs



FOLLOW US FOR OTHER RESULTS AND RESOURCES



REPORTS & PUBLICATIONS TO FOLLOW

- Data Collection Methodology, three Country Reports for Romania, Spain, France and Recommendations at EU level regarding school integration of Roma children on the move
- Need assessment of educational professionals in Romania, Spain and France
- Manual for Transnational cooperation mechanism
- Package of information for government bodies, local authorities, NGOs and schools
- Project opening brochure, Success stories brochure, Guidelines for the provision of nondisruptive and non-discriminatory education of Roma children on the move



PUBLIC EVENTS TO FOLLOW

- Launching event in Romania, Transnational event in Spain, Final event in France
- Training activities in Romania, Spain and France for 330 teachers
- Webinars with 240 participants
- Exchange sessions with Roma families in Romania, Spain and France
- Dissemination events with specialists in Romania, Spain and France
- Promotion campaigns in schools from Romania, Spain and France
- Advocacy campaigns in Romania, Spain, France, Hungary and Brussels



ONLINE SITES TO FOLLOW

www.misto-avilean.eu

ChildHub

www.childhub.org/en

Terre des hommes Foundation Romania www.tdh.ro FB:

[@TdhRomania](https://www.facebook.com/TdhRomania)

E: rou.office@tdh.ch

Terre des hommes Foundation Europe www.tdh-

europe.org FB: [@TdhEurope](https://www.facebook.com/TdhEurope)

E: contact@tdh-europe.org

Fundación Secretariado Gitano

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AFEJI

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scan for access to project manuals, reports, campaigns, webinars, forums related to educational and social integration of Roma children on the move