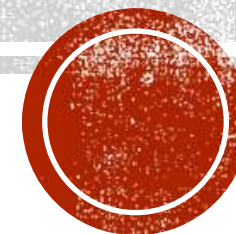


CASE STUDY SLOVENIA: DESCRIPTION, TIMELINE AND ACTIVITIES

A GOOD START FOR ALL:
SUSTAINING TRANSITIONS ACROSS THE EARLY YEARS
START KICK-OFF MEETING
BOLOGNA, 15-16 SEPTEMBER

Martina Žemljič in Barbara Lejko; Kindergarten Plavček at primary school Tišina
Jerneja Jager, PhD., Mateja Režek, MsC; Educational Research Institute



THE DEGREE OF INTEGRATION OF ROMA CHILDREN IN THE EDUCATIONAL SYSTEM COMPARED TO NON-ROMA CHILDREN- SITUATION IN SLOVENIA-

- Slovenia, like other European countries are facing a **high level of non-participation** of Roma children in the education system, starting with the inclusion of Roma children in pre-school programs. As stated (Vonta et al. 2013) data of the Statistical Office of the Republic of Slovenia in the last past four school years are showing that **almost 90 percent of children aged three to six years** are included in preschool. Based on statistical data, as indicated by Vonta (ibid) **It is not possible to obtain data on how many Roma children are enrolled in kindergarten.**
- According to the principals of elementary schools that participated in the *national Evaluation study of the performance of Roma pupils in primary school*, one year before entering elementary school **only 53% Roma pupils were enrolled** in kindergarten in 2009/10.
- Nearly a third of principals did not have any information about numbers), but we can say that a significant proportion of Romani children started school without previous experience in organized pre-school education.
The proportion of Roma children who **successfully complete compulsory primary education, significantly lower** than the proportion of other children, according to data on the educational structure of the Roma community in 1991 and 2002. **More than 65 percent of the Roma community, 60 percent of men and 70 percent women had not completed primary education** (The situation of Roma ..., 201).



REASONS FOR NON INCLUSION

- Poverty
- In general- not giving emphasis on education
- Language difficulties
- Low expectations
- Segregation-, “special schools”

(Kirilova and Repaire , 2003)

▪ **Our findings from field work:**

- lack of trust from Romani parents&children, problems with transportation to preschool, language difficulties, financial aspect (closeness to Austria, 20% more of child allowance if child is not included in preschool, low/ different understanding of importance of education), non understanding of the mission of the preschool, preschool teachers.
- What we did in order to overcome this: supporting ECEC professionals, of their responsibility to approach Roma families
- Why OŠ Tišina: Organizational structure, past experiences of cooperation



SLOVENIA

Slovenia in Europe.



Slovenia and the neighbours.







KINDERGARTEN PLAVČEK BY PRIMARY SCHOOL TIŠINA

- A 100 children attend a Kindergarten.
- One Roma child.
- Six playrooms – six different colors.
- Playrooms:
 - White (1 – 2 age)
 - Red (2 – 3 age)
 - Green (3 – 4 age)
 - Blue (3 – 5 age)
 - Yellow (4 – 5 age)
 - Rainbow (5 – 6 age)



PRIMARY SCHOOL TIŠINA



- A 275 children attend a Primary school Tišina.
- A 25 Roma children.





FOCUSING ON THESE CHILDREN



WHY ARE WE INTEGRATED IN THIS PROJECT?

LOCATION

AUTHENTIC
CONNECTION

COLLABORATION

TRANSFER

ROMA VILLAGES



WHAT IS OUR EDUCATIONAL GOAL IN THIS PROJECT?

1.

Primary goal is integration of Roma children in the Kindergarten, at least one year before they joins primary school.

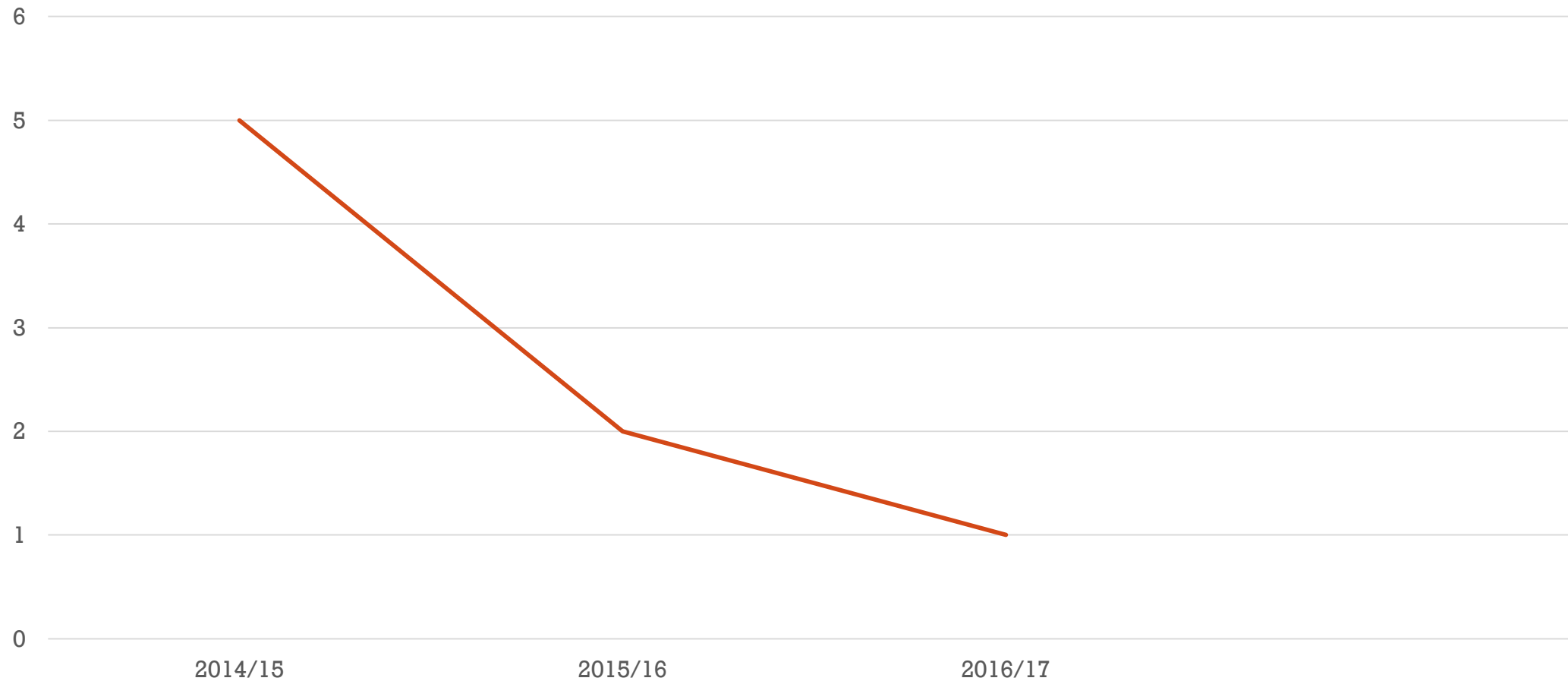
2.

Changing the trend.

In last few years we are establishing that number of Roma children integrated in the Kindergarten is lower.



The number of Roma children 2014 – 2017



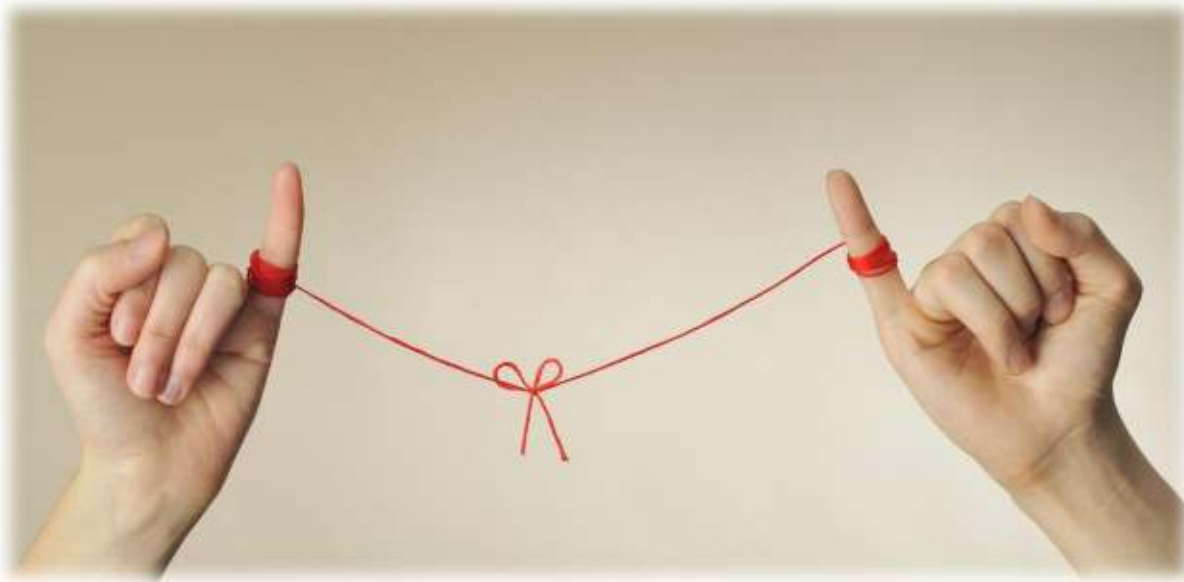
PROBLEMS

- Traditional way of Roma lives.
 - Extended families.
 - Passion for their culture.
 - Unemployment.
 - Lack of education.
 - Transportation.



SOLUTIONS

- Positive public presentation.
- Trust.
- Cooperation between parents and teachers.



HOW TO DO THAT?

- Cooperation between parents and teachers in Roma authentic environment – village.
- Training programmes in a series of workshops.
- Doors open day in Kindergarten.
- Integration of Roma children in the public events.
- Exchange of good practice experiences between teachers.
- Teacher training.
- Integration of Roma assistant in the process of education.



THANKS FOR YOUR ATTENTION!

