International Conference
The Right to Education for Every Child:
Removing Barriers and Fostering Inclusion for Roma Children
Belgrade, June 2-3, 2009

Conference Outcome Document
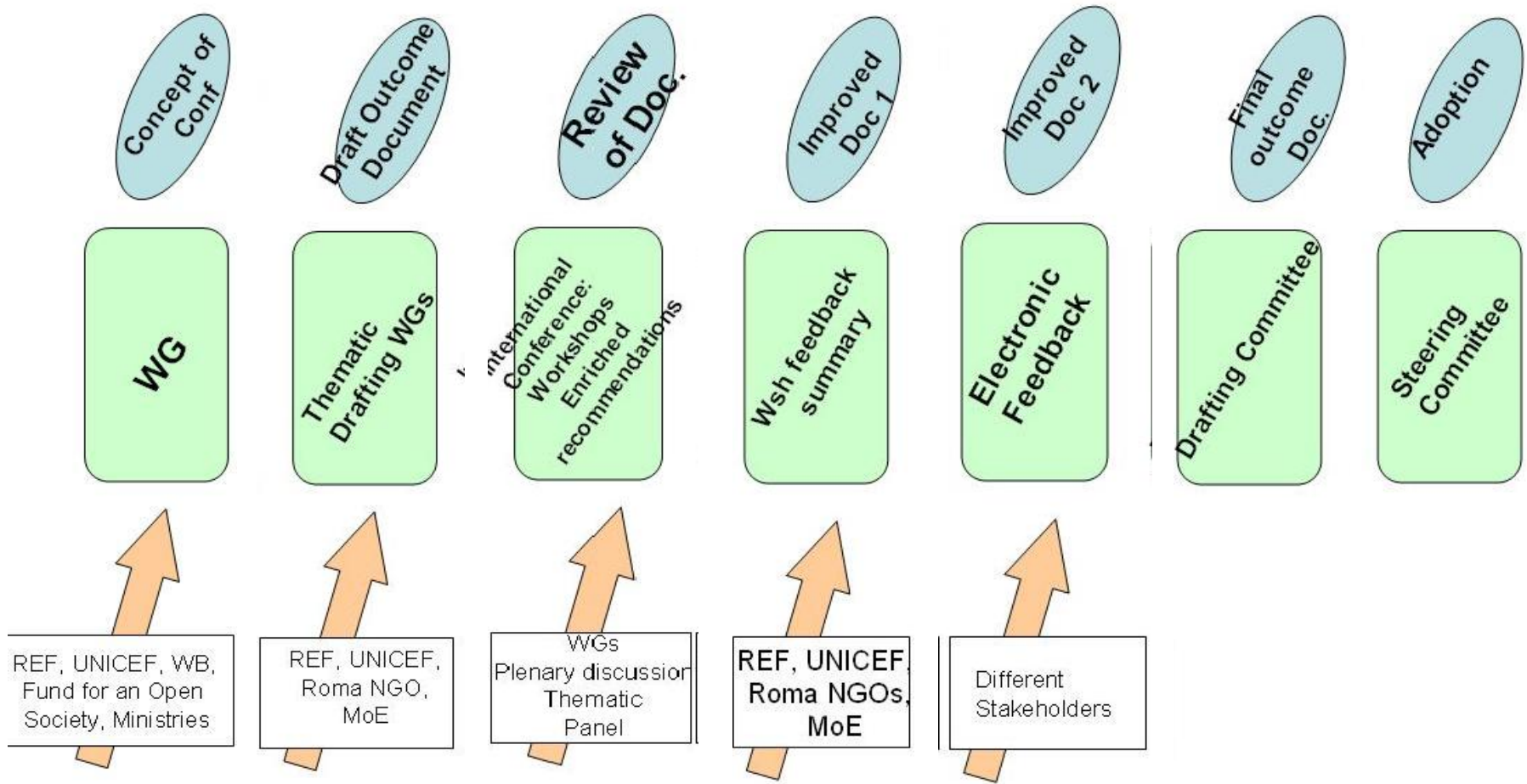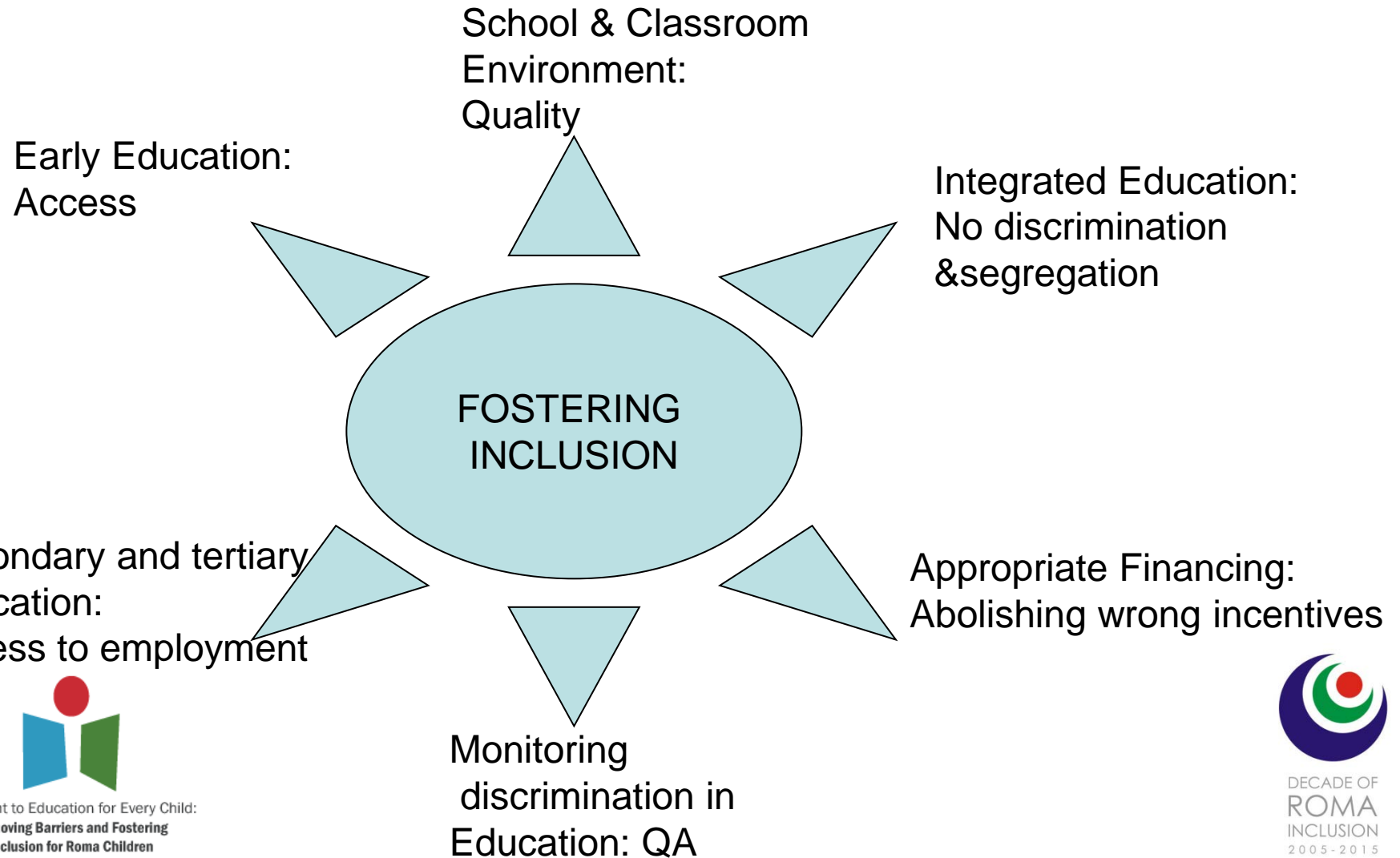
Design of Document

COMMON SET OF PRINCIPLES

- The rights of each and every child should be recognized and respected - all children are entitled to develop to their full potential.

- States are accountable to create equal access to quality, inclusive education, which meets the needs of all children in an integrated setting.

- Roma communities, parents and children themselves need to be actively involved and consulted.

- Discrimination should be monitored, with mechanisms in place to ensure discrimination is challenged and addressed.

- Early years of child's life are critical for later development; particularly 0- 3 years, with rapid expansion of pre-school and support services for parents of young children to disadvantaged groups of population needed.

The Right to Education for Every Child:
**Removing Barriers and Fostering
Inclusion for Roma Children**

DECADE OF
ROMA
INCLUSION
2005-2015

Structure of Document

School & Classroom Environment: Quality

Early Education: Access

Integrated Education: No discrimination &segregation

FOSTERING INCLUSION

Secondary and tertiary Education: Access to employment

Appropriate Financing: Abolishing wrong incentives

Monitoring discrimination in Education: QA

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ENDING SEGREGATION AND FOSTERING INCLUSION

Segregation of Roma takes different forms and its scope differs by municipality, region and country, but it must be eliminated by government action.

All Decade countries should:

- **Develop a specific action plan to eliminate segregation of Roma children**
- **Develop a set of indicators for monitoring segregation**
- **Prevent placement of Roma children into special schools and classes**

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ENDING SEGREGATION AND FOSTERING INCLUSION

In many countries there are schools which have become predominantly Roma schools due to the avoidance of non-Roma parents to enroll their children in schools with a considerable percentage of Roma

To prevent such outcomes it is necessary to:

- **Reexamine targeting development assistance to education institutions and focus activities at wider units (municipalities, regions)**

- **Ensure integrated development assistance (planning, busing, coordinators, monitoring, capacity building of local authorities, facilitating etc. rather than the pure education support in schools/preschools or Roma education centers**

- **Implement strategy for political support for desegregation**

- **Support communities and schools in geographically segregated areas to resolve problems on the long run through coordinated policies in housing, employment and regional development**

PROVIDING QUALITY INTEGRATED EARLY CHILDHOOD EDUCATION

Critical importance of early childhood services - equal access to quality pre-school - inter-sectoral accountabilities

- **Scaling up of services for children aged 0-3 years**
- **Reliable data for planning, affirmative action, information/support to parents to enable equal access of Roma children from 4 to 6 years to high quality integrated preschool education**
- **Participation of Roma parents in education system and children's education process (school governing bodies, parent meetings, upgrading parents' skills, Roma teaching assistants/ mediators)**
- **Quality preschool (culturally sensitive, Romanes language, trained teachers, prof. supervision)**
- **Close monitoring of attendance and adaptation results (up-grading teachers' and pre-school managements' skills for working in inter-cultural environments, professional support and increased accountability for outcomes)**

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PROVIDING QUALITY INTEGRATED EARLY CHILDHOOD EDUCATION

- **When shortage of preschool facilities – set up alternatives (mobile units, flexible programmes, non-formal kindergartens..)**
- **Enable enrolment (facilitating birth certificates, vaccination, health check-ups, information in Romanes – on entitlements i.e.. Social assistance)**
- **System of "incentives" for excellence in teaching in multicultural environments (student practice with Roma NGOs, U- programme for pedag. Assistants)**
- **Central level government support for local action (enforcement of antidiscrimination law in education, explicit policy on early inclusion, affirmative action within employment, housing, social transfers – to foster inclusion)**

SUPPORTIVE CLASSROOM AND SCHOOL ENVIROMENT

School of equal chances - quality education for all – institutional changes

- **School management capable for inclusive education practice (inclusive enrolment and curriculum policy, diversity sensitive pedagogical tools, capacity building)**
- **Pre-service and in-service teachers' training based on the latest research findings (child centered educational methods, intercultural education, quality assurance standards)**
- **Stimulating classroom environment (individualization in teaching and learning, participation in learning process, team work and cooperative learning)**

SUPPORTIVE CLASSROOM AND SCHOOL ENVIROMENT

School of equal chances - quality education for all – how to address the needs of Roma children

- **Support to children in school (providing textbooks, in-school meals, engaging in extracurricular activities, homework assistance)**
- **Participation of Roma in education (Roma teaching assistants, family/community/ NGO's involvement, representativeness parents in school bodies)**
- **Intercultural curriculum policy (Roma history and culture, introducing bi-lingual education**
- **Established effective monitoring system**

PUBLIC FINANCING FOR INCLUSIVE EDUCATION (1)

Key policy lever for governments
for higher attainment and better learning outcomes of Roma children

SUPPLY
Governments &
local authorities
offering high
quality education

DEMAND
Parents and
pupils seeking
more and better
quality education

• Per student funding, with weighted formulae for vulnerable children
• Municipal and school-based equal opportunity Action Plans
• Ear-marked block transfers for schools and programs

• Stimulate demand through outreach programs
• Increase access to info on available programs
• Use existing funding for Roma education as a clear priority

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PUBLIC FINANCING FOR INCLUSIVE EDUCATION (2)

Per Student Funding
Changing the financial set of incentives

• Education system-wide financing reform—focusing on students and schools

• Coupled with efficiency and quality control mechanisms

• Prevent special and/ or segregated education track

• Ensure per student funding is higher for children of Roma origin and other vulnerable categories

• Collect reliable and disaggregated data on children from different social backgrounds

• Consider development of CCT schemes to increase enrollment and attendance

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