

Targeting the underachievement of Roma students

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Regional patterns

Literacy results in a few European countries (PISA 2006)

Finland	547
Ireland	517
Poland	508
Netherlands	507
Estonia	501
United Kingdom	495
Slovenia	494
Austria	490
Hungary	482
Croatia	477
Slovak Republic	466
Greece	460
Russian Federation	440
Bulgaria	402
Serbia	401
Romania	396

Regional patterns

A few more simplifications

- High achiever (Northern) European countries: high equity, high or medium quality → high performance
- Central-Eastern European countries: big inequalities, poor quality → relatively low performance
- South-Eastern European countries: medium inequalities, very poor quality → very low performance

Digging deeper into the tribal CEE pattern: the Hungarian case

Lack of differentiated, individualized teaching + elitist targets and requirements (low capacity of the school to compensate for social disadvantages)

→ Strong drive to form homogeneous classes

+ competition among schools for „enrollable” children (= demographic decline + surplus capacities in the schools + per capita based funding)

→ Strong pressure for selection already in the initial phase of education (specialization in the first years)

Digging deeper: the Hungarian case

(continuation)

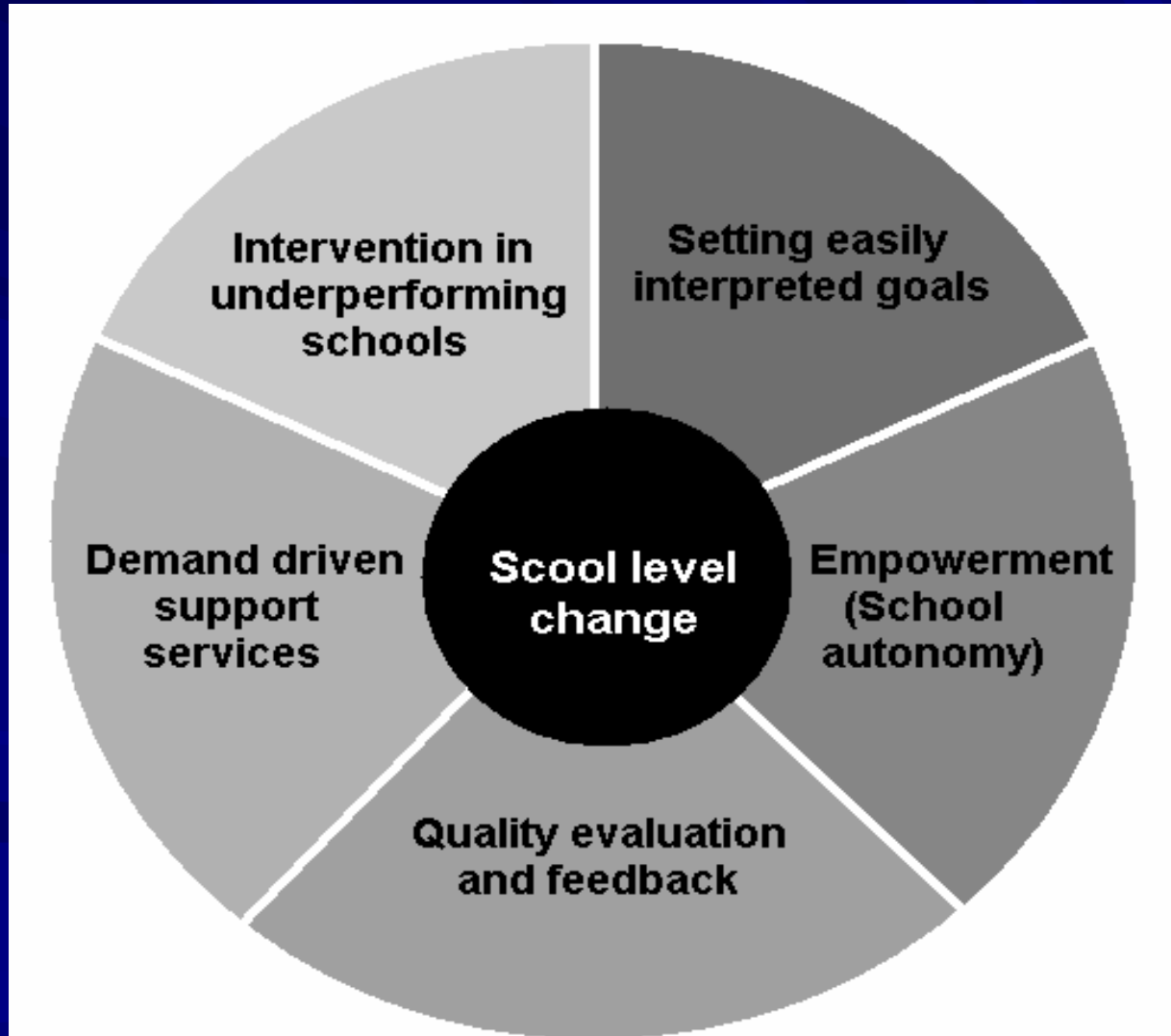
+ the lack of effective counterbalances (external evaluation and summative measurement of the achievement of pupils)

→ Institutionalized selection of pupils and resources at later stages (after the 8 grades primary education)

→ Discrimination/segregation of Roma students when matched with biased expectations

Overall impact: Huge differences among schools → low average achievement of Hungarian students in areas of outstanding economic and social importance

Addressing equity and quality related problems at the same time (a policy framework)



Mainstreaming and supplementary policies

The roots of underachievement	The policy approach	CEE policy practice for Roma
<p>Poor quality of educational services (Roma enrolled in underperforming schools)</p>	<p>Targeted school-improvement (color blinded mainstreaming, targeting underperforming schools)</p>	<p>Conditions are not existent</p>
<p>Interethnic relations (status differences, demography, institutional support)</p>	<p>Affirmative action (supplementary color conscious preferential and developmental treatment)</p>	<p>Widespread practice</p>
<p>Minority rights (access to culture and mother language instruction, involvement of self-organized minorities)</p>	<p>Minority education programs (supplementary mother tongue, bilingual, cultural and multicultural programs)</p>	<p>Working models, limited practice</p>
<p>Human rights (hidden or institutionalized discrimination, segregation)</p>	<p>Anti-discrimination policies and anti-bias training (color conscious, supplementary)</p>	<p>Widespread government and/or NGO practice</p>

The evolution of Roma educational policies in the region

- „Paper based” demonstration policies
 - Success reports for the international community
 - Financing small-scale grass-root projects directly by the ministry or by international development agencies
- „Ghettoized” policies
 - Roma education strategies or medium-term working plans (compilations)
 - Financing: set-aside for small grants + scholarship schemes + limited resources for development

The evolution of Roma educational policies in the region (cont.)

■ „Mainstreamed” policies

- No separate strategies (equity is addressed), if yes: aiming at operationalizing and implementing the mainstream strategy
- Financing: costs of development set-aside + Roma education is a „horizontal goal” + funding is incorporated to the normal allocation system (i.e. incentives)

■ Main obstacles to mainstreaming

- Lack of understanding, biased approach (double standards), responsibility drift,
- Lack of systemic conditions in general
- Poor policy coordination and strategic steering
- The failure of supplementary policies is not visible