



Project
e-Roma Resource



CURRENT STATE OF ART AND NEEDS ASSEEMENT

NATIONAL REPORT

With the support of the Lifelong Learning Programme of the European Union.
This publication reflects the views only of the author, and Commission cannot be held responsible for any use which may be made of the information contained therein.



CURRENT STATE OF ART AND NEEDS ASSEMENT

NATIONAL REPORT

Deliverable number: WP2.2

Authors: Trnava university in Trnava (TRUNI)

Statement: *"This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein."*



TABLE OF CONTENTS

1	INTRODUCTION	4
2	RESULTS OF THE SITUATION ANALYSIS	5
2.1	Description of the current status of the Roma in the country	5
2.2	Overview of the resources availability	14
2.3	Overview of practical contacts	15
3	RESULTS OF THE NEEDS ASSESSMENT ANALYSIS	16
4	MAIN FINDINGS	27
5	RECOMMENDATIONS	29
	REFERENCES	30

1 INTRODUCTION

The country (national) report is a public report developed by University of Trnava (TRUNI). The country (national) report comprises the results of the need assessments and state of the art implementation in Slovak Republic. TRUNI team was collected data according to the Methodology guide and analysed them in country report.

The first part of the situational analysis (State of the art) provides a brief description of the current situation in the field of Roma. For gathering relevant information about demographics, socio-economic status, education, employment, income, living conditions and housing, health, social inclusion and Roma integration and legislation were used reports on the current situation in the field of the Roma question prepared by local authorities, national and international institutions, governmental and non-governmental organizations, policies, laws and legislation, available books, website projects, institutions, foundations, associations, grey literature in printed as well as electronic form. For a more effective and systematic data collection and subsequent sorting a tool has been developed (Excel database), which helped us more readily assess the current situation in field of working with the Roma and achieve 2nd and 3rd objective of the situation analysis – to prepare overview of practical contacts and availability of resources.

The need assessment presents results of an interview-based questionnaire with 36 professionals working on regional and national level which has been prepared for the needs assessment of professionals working in the field of Roma education, inclusion and employment and identification their requirements for content a platform. The interview-based questionnaire was conducted through face to face or skype interview because these methods allow to obtain more detailed information and wider-ranging responses.

Two last parts of country report are main findings and recommendations. Findings of this research will be a basis for development of on-line platform and within recommendations chapter, advice for the contents of the online platform is discussed.

Based on the national report all partner countries participating in the project, the WP2 leader will summarize the results of the situation analysis and needs assessment analysis and create the transnational report.

The project will produce a tailor-made online platform, an innovative learning platform, where examples of good practices, policy documents, successful approaches, learning tools and other documents will be launched. Through specialized materials of learning and other documents which will identify as useful in the transnational report, the project will directly focus on improving the accessibility of learning opportunities for Roma adults and stimulate demand for networking and collaboration in the field of Roma education and training in general.

2 RESULTS OF THE SITUATION ANALYSIS

In this chapter we present the results of a situation analysis carried out in Slovakia. Situation analysis was performed based on a detailed review of available data on the Roma population living in the Slovak Republic. We based the available books and electronic resources and from the available secondary data, demographics and socioeconomic level of the Roma population in Slovakia, projects, legal regulations and research reports of projects at local and national level. Complete list of found literature sources and contacts to persons and organizations working on this issue are summarized in excel database, which is given in Annex.

2.1 Description of the current status of the Roma in the country

In this chapter we describe the current situation of Roma living in Slovakia in terms of their demographic and socioeconomic characteristics, health status of the Roma community and national legislation concerning minorities living in Slovakia.

Demographic data

The Roma population living in Slovakia, according to existing research, (Vaňo, 2001; UNDP, 2013; Filadelfiová, Gerbery, Škobla, 2006) regularly appears among the groups most at risk of poverty, social exclusion and discrimination. In this ethnic group several disadvantages are combined: they are affected by poverty interconnected with demographic conditions, poverty created by unemployment, poverty caused by the implementation of low-skilled and of low-paid work, lack of education and discrimination. Roma population as threatened by poverty is explicitly mentioned in the policy documents and action plans of the Slovak Republic to combat poverty and social exclusion.

Accurate data on the number of Roma and socio-economic data are not available in the Slovak Republic, but estimates of monitoring reports are available. Monitoring of the situation of Roma in sociological research was initiated and conducted by research institutions, academic institutions, European institutions, NGOs and international organizations. Monitoring reports of the European institutions have provided partial data on specific areas of life of the Roma population.

In the beginning of the 21 century there has been a significant shift in the data collection application methods socio-graphic territorial mapping of Roma settlements. The mapping of Roma communities in Slovakia (Atlas of Roma Communities, 2004) is based on the assumption that marginalized Roma communities live in certain spatial units, enclaves, whether inside villages on the outskirts, or in segregated settlements, and therefore it is possible to monitor and map them.

Such a procedure is not contrary to the principles enshrined in the Constitution of the Slovak Republic, and is consistent with the standards for the protection of personal data, because the

mapping does not examine the ethnic identity of individuals, but only makes an "inventory" of settlements.

The Roma population has its own characteristics, which differs significantly from the majority population. Based on the integration of Roma divided into three groups - fully integrated (about 20%; habits taken over from the majority), partially integrated (about 40-50% live in isolation and less interaction between Roma and non-Roma population is more intense) and non-integrated (about 20-30% live different way of life, apart from the non Roma). Most of the problems and specifics of the population is associated with not integrated or partially integrated Roma. Roma is specific and differing by their socio-cultural level, history, anthropological features, lifestyle, language, education, own standards and laws, cohesion, internal hierarchy (Hegyí, 2005).

The most recent estimate of the number of Roma living in Slovakia, according to experts, demographics, but also according to sociological mapping is around 400000 to 480000 (6-8% of the population) to the Slovak Republic (SR) ranks alongside Romania, Bulgaria and Hungary, the countries with most numerous Roma community in Europe (Valentovič, 2007).

Around 520,000 Roma, representing an increase of about 140,000 people (37%) are most likely to live in Slovakia by 2025. The proportion of Roma in Slovakia would thus increase from the current 7.2% (in 2002) to 9.6% (in 2025). After 2015 the increase will be followed by the beginning of a long-term reduction of the Roma population (Valentovič 2007; Dostal, 2002).

Roma nationality was recorded for the first time in the population and housing census in 1991. Ethnicity was recorded on the principle of self-declaration and probably, as a consequence, a significant statistical decrease in the size of the Roma population was registered, as compared to the estimates. In the last population census, the proportion of the population declaring themselves as Roma increased slightly from 1.7% in 2001 to 2% in 2011 (Statistical Office of the Slovak Republic, 2013).

The spatial distribution of the Roma in Slovakia is significantly uneven. In general it can be stated their higher representation in eastern and southern Slovakia and the lower representation is in northwestern and western part of Slovakia. In eastern Slovakia is concentrated more than 60% of the Roma ethnic group living in Slovakia. The largest share of the spatial distribution of the Roma have Kosice (31% of total Slovak Roma) and Presov (29.3%). They are followed Banska Bystrica region with 19.6%. At the other end of the spectrum are Trencin (1.28%), Zilina (1.45%) and Bratislava (1.95%) (Statistical Office of the Slovak Republic, 2013).

Socio - economic characteristics of Roma

The Roma population in the Slovak Republic bares several characteristics that encourage its exclusion, such as a particularly low level of education, unemployment and poor living condition

Roma, as a national minority legally recognized by the Constitution and international instruments ratified by the Council of Europe Slovak Republic, are guaranteed the right to education in their native language. In the case of the Roma minority, the application of this law was complicated by the fact that the Roma language hasn't been standardized until 2008. A vast majority of the Roma population is therefore educated in Slovak schools that do not provide teaching Roma language and literature. In the education of these students it is necessary to be aware of the fact that the pupils are a part of a socially disadvantaged group – used term is also the pupils from marginalized Roma communities, respectively pupils from "socially disadvantaged environment" (NR SR, 2008). Report on the living conditions of the Roma revealed that only 15.4% of surveyed population completed secondary or higher education. The report highlights the low level of education, where a significant part of the Roma population has not completed even primary school (Filadelfiová J., Gerber D., Staples, D., 2006).

Employment opportunities are one of the basic conditions for social and labor integration. Roma discrimination in the labor market is not the only problem that people from the Roma community are facing while searching for a job. Low level of education and skills is a major disadvantage for competitiveness in the labor market. Employers' attitudes to employing people from the Roma community are negative and have undesirable effect on the employment rate of this minority. Precise statistics on Roma unemployment are not available and there are only estimates based on an assessment of the situation in the troubled and marginalized localities in Slovakia. In regions with a high number of Roma population, one can also find the highest unemployment rates. It is known, based on unofficial data on the unemployment of the Roma population from the previous period, that the number of unemployed Roma in the Slovak Republic is systematically growing and that this group constitutes the overwhelming majority of the long-term unemployed in Slovakia.

The main problems determining the high unemployment of the Roma population can be identified as: low qualification, lack of interest of employers due to lack of employment opportunities, poor work ethic and the lack of job opportunities, particularly in regions with high number of Roma. According to the UNDP survey in 2010, based on the current economic status of the Roma minority group, the largest part of this population consists from Roma in pre-productive age. These represent 44% of the total Roma population, where 19% were children before school age, and 25% young adults (aged up to 25). The ratio of post-productive, retired population was very low, amounting to 5%.

The remaining 51% consists of economically active (employed and unemployed) and other economically inactive people - at home, on maternity or parental leave, disability pensioners, and others. With the level of segregation in the field of housing the representation of the Roma population is slightly increasing. According to research by UNDP in 2010, most of the unemployed Roma are in the age group from 15 to 64 years – 72% of the Roma men and 75% of Roma women.

According to the same research using the same methodology, 20 % of Roma men are employed and 11% of Roma women (UNDP, 2010, Úrad splnomocnenca vlády Slovenskej republiky pre rómske komunity, 2011, UNDP, 2013). Therefore, most of the Roma population is relying on social security benefits and state support. The report on the living conditions of Roma in Slovakia showed that only 72.7% of surveyed households have received income related to material need during the last month. Without such income were 27.3 % of households. The occurrence of such incomes was higher in households living in segregated settlements, nearly reaching 80% (Filadelfiová, J., Gerbery, D., Škobla, D., 2006). The low level of income leads to the indebtedness of households, particularly in relation to housing payments, and to lack of funds to buy food (UNDP, 2013).

One of the major problems of the Roma community is also substandard housing conditions and access to drinking water. Popper et al. in Analysis of the Roma situation found that less than half (46.5 %) of the Roma people in Slovakia live in standard housing conditions. The greater part is living in substandard dwellings (47.3 %), or even in shacks (6.2%) (Popper et al., 2009). The report on the living conditions of Roma population shows that more than 30% of the population lives in substandard conditions (UNDP, 2013). More than half of the Roma population lives in substandard living conditions, and even shacks. In Roma household live average 5-6 people. Roma Average number of persons living in the same household Roma is higher than the normal standard of the majority population, whichever is the inverse relationship between the quality of housing and the number of household members. Roma mostly live in multigenerational households in which, the children and the sick household members caring mostly women, confirming the traditional division of gender roles (Popper et al., 2009).

The health status of the Roma population in Slovakia

The health status of the Roma population is considered to be generally worse than the health status of the majority population. Official data about the health status of Roma communities on the basis of objective assessment are not available. The health status of the Roma population is affected by several factors. In addition to low health awareness, poor behavioral risk factors are involved. The lifestyle of most Roma is vastly different from the lifestyle of the majority population.

A large part of the Roma living in marginalized settlements doesn't prefer active lifestyle and actively practiced sports only during childhood. Talking about unhealthy lifestyle, it is necessary to mention the consumption of unhealthy food. This is caused by traditional cuisine and in particular the price unavailability of healthy food. Among the factors influencing the health status of the Roma is also necessary to include hygiene habits. The isolation of the settlements in which they live also causes considerably low awareness about the availability of a right to health care, as well as their distrust of official medical institutions.



In these areas should run prevention programs, emphasizing the importance of complying with the vaccination program in terms of health. It is also important to ensure access of all children to the vaccination program. Successfully implemented programs provided by field workers directly at the residence point to an increase vaccination coverage of children in segregated settlements to more than 80% (Popper et al., 2009).

Education of the Roma population

The issue of adult Roma education is currently worked out only at the level of contributions. The first partial methodology of adult education of Roma outside the school system is just appearing, as a result of prevention activities and educational programs for adult Romas implemented by civil associations and foundations. These materials are not widely publicized and are only for internal needs of their authors (Kolthof, Lukáč, 2003).

The education system in the Slovak Republic

Compulsory education in Slovakia is ten years long and lasts until the end of the school year in which the child reaches 16 years of age. Elementary school has usually nine grades. The tenth compulsory year of school is taken in high school **Table 1**.

Table 1 The structure of the education system in Slovak republic:

Grade of education	Type of school
Pre-primary education	Facilities for pre-school education of children
Primary education	Elementary School (I. grade - years 1.-4.)
Secondary education	
Lower secondary education	Primary school (2. grade; years 5-9) Eight-year grammar schools (prima - quart)
Upper secondary education	Secondary schools (grammar schools, secondary vocational schools)
Tertiary education	Secondary vocational schools which are providing post-graduation education in the range of 0.5 to 2 years (and post secondary education in the range 2-3 years) Colleges with duration of study from 2 to 3 years, aimed at practical knowledge Universities offering studies at bachelor, master, engineer and doctoral level in a wide range of education and PhD. studies
Further education	includes further professional education , not only in schools and educational institutions but also in enterprises, workplaces and civic and interest education

Education in schools (primary schools, secondary schools and colleges) belongs to a subsystem of formal education. Further education belongs to a non-formal education subsystem. Adult education in the Slovak Republic takes place in both of these subsystems of education.

Adult education in both subsystems of education is carried out as an organized activity directed at acquiring knowledge, skills and abilities required for the performance of specific activities. In both subsystems is carried out institutionally and is structured according to the objectives, number of learning hours and support for learning. It is also carried out in schools (primary, secondary, university) along the main direction of education, but also in other educational institutions, enterprises, workplaces. In the current period, the school system (formal subsystem of education) is considerably participating in adult education. In addition to its primary function, it is providing a second chance for those who for some reasons could not get an education or qualification from school education.

In non-formal subsystem of education, there are educational activities for adults, conducted by various educational institutions, schools, educational establishments of enterprises, directly controlled institutions in the sector, private educational institutions and others. While maintaining the equality of all types of institutions, the third sector fulfills a complementary or substitutive function, particularly in fields in which is no active public and private educational institutions.

Strengths in education of Roma in Slovakia

1. Number of enrolled students: the Slovak education system level enrollment of children reaches almost 100%. Every child is registered for compulsory education and its records are monitored by government authorities and social services. On the basis of school pupil, the parents are entitled to social benefits and children.

2. Scholarships and free meals: part of the social reforms of 2003/2004 was the introduction of subsidies for school meals and scholarships for children from families of welfare recipients in primary and secondary schools. The system of scholarships is to support students who perform better.

3. Teacher assistants: Appendix to Decree. 408/2002 (1631/2002-secretary.) Of the Ministry of Education introduced the profession of teacher assistant. In collaboration with the teacher and assistant teacher becomes the liaison officer for Roma children and serves as a positive role model. In the school year 2005/06 employed kindergartens and primary schools 973 Roma teaching assistants, who were financed by the Ministry of Education. However, it is important to note that the Ministry of Education issued a new regulation for teacher assistants, under which are required to have a minimum teaching by 2010, to become qualified for this position. The aforementioned pedagogical minimum can be obtained either through courses organized by the Pedagogical Institute in Presov or in faculties of education.

4. The normative system of funding per pupil: decentralization of power and new funding per pupil norm through increased competition between schools. Since there are no precise measurements, it is likely that this measure increased interest in mainstream schools on the retention of a Roma students.

5. Zero Class: pilot project "zero class" began in the academic year 1992/93, the "zero year" acts as prepare Roma children for school. Preparatory class aims to help children adjust to the transition from home to quite differing institutional environments. The aim is to create a space for accelerating personal development of each child, helping in adapting to a multicultural environment. The project preparatory classes was adopted pursuant to Act no. 408/2002 Coll. amending and supplementing Law no. 313/2001 Coll. Public Service, as amended, and on amendments to certain laws. The success of this program is confirmed by the fact that up to 91 percent of students who completed the preparatory class completed the eighth grade of primary school and been admitted to study at secondary and vocational schools in the academic year 1998/99.

6. Scholarships to support Roma students to study at secondary schools: Office of the Plenipotentiary for Roma Affairs provides funding to support the enrollment of Roma pupils to study at secondary schools. The funds are used to facilitate talented but socially disadvantaged Roma students in their studies in high school (Roma Education Fund, 2007).

Weaknesses in the education of Roma in Slovakia

1. Segregation and the high number of Roma children in special schools for mentally handicapped children: special schools are deeply rooted in the education system - a high number of special schools and several institutions supporting those schools within the education system. At the local level there is extensive discrimination against Roma children. In many schools, Roma children are placed in separate classes (or separate facilities are built near Roma settlements). In some areas, Roma children are almost automatically placed in special schools for the mentally handicapped, which is reflected in the increased number of segregated "Roma" schools.

2. The structure and financing of the education system: we lack data on the number of Roma children in kindergartens, primary schools (special schools for the mentally handicapped) in secondary schools and the like. Insufficient amount of statistical data on the situation of Roma children in the education system is due to the fact that the data come only from members of the ethnic group itself. Although there are parallel data from other sources (eg. Research headteachers who receive alternative information) but these are not verifiable. Preschools are not subsidized, and their visit is not mandatory and are available for Roma. Despite the apparent need for pre-school children from disadvantaged socio-economic marginalized environment is the availability of education in many municipalities given the limited funding from government budgets.

3. The question of quality education: Roma-only schools, and Roma-only classes and other forms of segregated education creates serious barriers to access to quality education and promotion of Roma students in higher education cycles. Qualitative evaluation of the education system shows that it is not ensured equal access in different areas of the system (eg. Curriculum, teachers, inspection, results etc.

4. Implementation gaps within Roma integration: politicians and leadership of the Ministry of Education of the Slovak Republic often fail to recognize and assign problems of Roma children in the education system adequate severity and does not treat them as the priority. These problems are delegated to a small department with inadequate staffing within the Department, and other departments are not addressed these problems (eg. Department of Special Education has no connection with staff dealing with minorities, although the majority of pupils in special schools are Roma) (Roma Education Fund, 2007).

The national and local laws on minorities, with special attention to Roma groups

The Slovak legal system is based on the principle of civil and individual rights. According to Art. 12. Paragraph. 1 of the Constitution of the Slovak Republic, people are free and equal in dignity and rights. An important document in our legal system is the Government Resolution No. 153/1991 - Principles of government policy with respect to Roma, which recognized the ethnicity of the Roma population at the level of other ethnic minorities living in Slovakia. Thus, the Government officially recognized the Roma as a national minority, which states their political and legal equality compared to other national minorities in Slovakia.

Article 34. Paragraph. 1 of the Slovak Constitution guarantees national minorities the right to full development, in particular the right together with other members of the minority group to develop their own culture, to disseminate and receive information in their native language, to associate in national associations, to establish and maintain educational and cultural institutions. Article 34. Paragraph 2 of the Slovak Constitution guarantees citizens belonging to national minorities or ethnic groups under the conditions laid down by law, the right to learn the state language, the right to education in their own language, the right to use their language in official communications, the right to participate in addressing matters concerning national minorities and ethnic groups. Legal protection of the Roma minority, together with the protection of other national minorities in the light of international legal obligations resulting from a range of international conventions, with an emphasis on the ethnic element is implemented in the legislation of the Slovak Republic.

In particular, we can mention the implementation of the obligations arising for example from the Framework Convention of the Council of Europe for the protection of national minorities adopted under number 160/1998 of the Laws and the European Charter for regional or minority languages published under number 588/2001 of the Laws.

This fact was confirmed by the Act No. 184/1999 of the Laws on the use of minority languages and reflected also in the Principles of the Government of the Slovak Republic No. 593/2009 of the Laws, of the Act of the National Council of the Slovak Republic No. 270/1995 of the Laws on the state language of the Slovak Republic as amended by later regulations. In ratifying of that Charter was formally and internationally declared legal fact that the legal system of the Slovak Republic, the Roma population status of a national minority, and that the language of this minority are the Roma language.

Rights of national minorities are simultaneously in the legal system of the Slovak Republic also provided in a wide range of particular laws and other generally binding legal regulations governing the particular area of education and culture. Area of education for Roma is contained in Act No. 245/2008 of the Laws on education and training (Education Law) and on amendments to certain laws.

Legal protection of individual rights of citizens against discrimination is arranged in the Act. 365/2004 of the Laws on equal treatment in certain areas and protection against discrimination, amending and supplementing certain other laws (Antidiscrimination Law). Antidiscrimination Act, amended in 2008, formulated the currently applicable version of temporary special measures. Such measures intended to eliminate economic and social inequalities, such as equitable redistribution of seats in the labour market and in education. Act. No. 601/2003 of the Law refers to the economic support the Roma population, to the subsistence minimum and amending certain laws, which determine the financial support of the subsistence minimum.

The institutional framework of agenda status of minorities in Slovakia has undergone changes in recent years. In 2012, the Ministry of Foreign and European Affairs of the Slovak Republic has significantly strengthened competence in the field of human rights. The transfer of competences was a response to the unallocated post of Deputy Prime Minister for Human Rights and National Minorities in the current government. Deputy Prime Minister and Minister of Foreign and European Affairs addresses the issues of coordination and management activities of the Government Council for Human Rights, National Minorities and Gender Equality as an advisory body to the Government for human rights agenda.

To further strengthen the institutional protection of human rights, including the rights of persons belonging to national minorities, in July 2012 was created the position of the Plenipotentiary for National Minorities, the advisory organ of the Government in the field of national minorities. Representatives under the Statute undertake tasks associated with maintaining, developing and promoting the rights of persons belonging to national minorities. It is the main body for the implementation of two legally binding conventions relating to national minorities, the Framework Convention for the Protection of National Minorities and the European Charter for Regional or Minority Languages.

The improvement of the situation of Roma in all areas of life remains one of the priorities of the Government of the Slovak Republic. In January 2012, The Strategy for the integration of Roma in 2020 was issued as a comprehensive document, in which the Government responds to the need to address the challenges of social inclusion of Roma communities at the EU level. Principles contained in the Strategy have an ambition to form the basis of policies (in particular in the fields of education, employment, housing and health) in order to address the adverse situation of the Roma for the period up to 2020.

Institutional framework for the protection of Roma communities in Slovakia is established by the Office of the Plenipotentiary for Roma Communities. The office of the Plenipotentiary for Roma Communities has established several regional offices that provide assistance to municipalities and other institutions in the formulation of project objectives in obtaining grants from the state budget and EU structural funds. The areas covered are education (teacher assistant program, program of second chance), Social Services (community social work program), housing (construction program of low standard of housing, subsidies for planning documents), health (the health field workers).

2.2 Overview of the resources availability

In the second part of the situational analysis, we searched the available information on the Roma population living in Slovakia. The information we seek to google.com using a web browser, where we searched the available information provided by the award keyword (roma, project etc.). In this way, we have collected together 134 different sources of information. The bulk of the documents found was published at the regional or national level.

We seek a total of 21 projects dedicated to Roma issues in the Slovak Republic. Projects are primarily devoted issues to improve health and hygiene habits Roma (Healthy Communities, Healthy Communities - HBV tests and treatment, Support and respite programs for families), education of the Roma (BIG B/S, YRAEF - Young Artist Roma Education Fund, Financial Education . Learning how to plan your future and fulfil their dreams), improving the standard of living (Better housing for low-income families (IDA)), the implementation of the Roma community assistants (National Project The community centers, National Project Social work in villages), increasing employment Roma (Tools for Improving Employability of Roma).

Furthermore, we seek a variety of educational materials serving as a guide for the education of children from Roma communities in Slovakia. We seek a total of 31 different educational materials from the experts involved in the education of minorities as well as non-profit organizations working with the Roma community.

To the database, we also included 76 publications and documents dealing with all sorts of areas of life of the Roma ethnic group in Slovakia, such as a history of the Roma living in Slovakia, Roma integration, the social characteristics of the Roma and others.



We have included information on 11 civic associations, 7 community centers, 1 foundation and 3 terrain social work centers. Complete list of documents is contained in Annex 1.

2.3 Overview of practical contacts

In this research phase, we seek contacts to the people and organizations actively working with the Roma community. We searched total 86 contacts of persons and institutions working with the Roma community which we approached for filling the questionnaire intended for needs assessment.

We contacted 3 national organizations within its organizational structure have earmarked department to deal with issues of Roma in Slovakia. It is the Ministry of Labour, Social Affairs and Family, Ministry of Education, Science, Research and Sport of the Slovak Republic, which have legislative power, and the Office of the Plenipotentiary of the Government of Slovakia for Roma Communities which is part of the Ministry of Interior of the Slovak Republic, whose mission is to represent the interests of the Roma ethnic group living in Slovakia and active participation in projects dedicated to Roma.

From the category civic associations we contacted 9 organizations. Their task is mainly project activity and work directly with the Roma community in which they live. Following the civic associations we contacted the 14 representatives of foundations, NGOs dealing with the improvement of living conditions, health and education of members of excluded sites in Slovakia. The greatest contact with the Roma community have community centres who work directly in Roma settlements and active influence on improving hygiene practices Roma ethnic group, improving school attendance of children as well as to improve the education of the Roma ethnic group. Usually in these centres have community members who have successfully completed training for community workers. Therefore, this group formed one of the largest groups of respondents (we contacted 29 community centres). In addition to official representatives of community centres have directly addressed the 30 community workers and others working daily with the Roma community (teachers, teaching assistants). In addition to the above-mentioned organizations we contacted representatives of the Roma media, Gipsy TV, which regularly provides information on current events in the Roma community in Slovakia and in the world. Complete list of contacts is given in Annex 2.

3 RESULTS OF THE NEEDS ASSESSMENT ANALYSIS

The needs assessment of target groups was carried out through semi-structured questionnaire consisted of 19 questions. The next chapter presents the results of this questionnaire investigation in order of individual questions. To the questionnaire survey were interviewed 36 professionals from various fields and level of action (local / national) under preformed matrix.

General information

In the introductory part of the questionnaire (question 1) respondents indicated area or position in which they work. Overall, 28% (10) works as a field social worker, 17% (6) as Staff of NGO, 19% (7) indicated the position of Managing employer, 14% (4) indicated the position of teacher, 8% (3) include Representative of local government, 5% (2) employers (job centre) and 3% (1) were Manager of methodical education center, Assistant coordinator of health education and Social adviser (**Table 2**).

Table 2 Job title of respondents

Work of respondents	n	%
Field social worker	10	28%
Staff of NGOs working with the Roma	6	17%
Teacher	5	14%
Roma teacher's assistant	0	0%
Medical assistant	0	0%
Managing employer	7	19%
Representative of local government	3	8%
Community worker	0	0%
Roma mediator	0	0%
Employers (job centre)	2	5%
Researcher	0	0%
Other:		
Manager of methodical education center	1	3%
Assistant coordinator of health education	1	3%
Social advisor	1	3%

Table 3 shows the ages of individual respondents. The highest number of respondents 39% (14) were in the age group > 45 years, 33% (12) in the age group > 35 years and ≤ 45 years, 25% (9) in the age group > 25 years and ≤ 35 years and only 3% (1) were in the age group ≤25 years.

Table 3 Age of respondents

Age of respondents	n	%
≤ 25 years	1	3%
> 25 years and ≤ 35 years	9	25%
>35 years and ≤ 45 years	12	33%
> 45 years	14	39%

Overall, 75% (27) of respondents were females and 25% (9) males (**Table 4**).

Table 4 Gender of respondents

Gender of respondents	n	%
Male	9	25%
Female	27	75%

The education level of respondents is shown in **Table 5**. Overall, 81% (29) of respondents have a university education and 19% (7) secondary education.

Table 5 Educational level of respondents

Education of respondents	n	%
Primary education	0	0%
Secondary education	7	19%
University education	29	81%

Overall, 47% (17) of respondents working in the field of Roma issues > 10 years. Range of working experience > 1 year and ≤ 5 years reported 34% (12) and 19% (7) working in the field of Roma issues > 5 years and ≤ 10 years (**Table 6**).

Table 6 Duration of work on Roma issues

How long respondents have been working in the field of the Roma issue?	n	%
0-1 year	0	0%
> 1 year and ≤ 5 years	12	34%
> 5 year and ≤ 10 years	7	19%
> 10 years	17	47%

The main topic related to the Roma community is dealt with by respondent's organization are shown in **Table 7**. The most frequent areas of action have been education of children 25% (9) and

health 22% (8). Promoting integration was the object of interest at 16% (6) subjects, socio-economic area in 14% (5), socio - legal in 6% (2) and 8% (3) of subjects deal with all the named topics.

Table 7 Main topics related to the Roma community is dealt with by respondent's organization

What topic related to the Roma community is dealt with by respondent's organization (association, club, subject, institution...)?	n	%
Health	8	22%
Socio - economic issues	5	14%
Socio - legal issues (guardianship, correctional facility)	2	6%
Education of children	9	25%
Adult Education	0	0%
Employment	2	6%
Promoting integration	6	16%
Advice and consultancy for projects	0	0%
Other:		
Self-government	1	3%
In all mentioned topic	3	8%

Respondents were asked to provide their contact information or contact details on their organization. **Table 8** is a summary of contacts with the address, e-mail address and telephone number for each organization. Total contact information reported 15 respondents.

Questions 8-10 answered only by respondents who were part of the organization. Overall, 49% (17) of respondents indicated that their organization has > 10 employees working in direct contact with the Roma population, 40% (14) reported ≤ 5 employees and 11% (4) indicated that the organization has a number of employees in the range > 5 and ≤ 10 employees (**Table 9**).

Table 9 The number of employees working in the organization

How many employees work in respondents organization who are in direct contact with the Roma population(association, club, entity, institution, ...)	n	%
≤ 5 employees	14	40%
> 5 employees and ≤ 10 employees	4	11%
> 10 employees	17	49%

Table 8 Contacts details of the organization

Contacts details of the organization



Name of organisation	Address	E-mail	Mobil
Association for Culture, Education and Communication (ACEC)	Šafárikovo námestie 2 Bratislava 81102	office@acec.sk	0910/905061
Civic Association New Way	Námeste slobody 1 Michalovce 071 01	oznovacesta@gmail.com	0905/501527
Methodological and Pedagogical center Prešov		jozef.cervenak@mpc-edu.sk	0907/938010
Office of Labour, Social Affairs and Family Trnava	Jána Bottu 4 Trnava 917 01	viktorija.fogelova@upsvr.gov.sk	033/2440300
Center Mak	Coburgova 26 Trnava 917 02	danisovabeata@gmail.com	0910/493983
City Poprad	Nábrežie Jána Pavla II. 2802/3, Poprad 058 01	socialne@msupoprad.sk	052/7160374
Village Dravce		starostka.dravce@gmail.com	
Community Center	Laškovce 36	komunitnecentrum@post.sk	0911/504116
Community Center	Dargovských hrdinov 111/89 Sečovce 078 01	kc.secovce@gmail.com	
Primary School	MŠ Budovateľská 8 Prešov	msbudovatelaska@gmail.com	051/7733067
Primary School	Hrebendova 5, Košice	mshrebendova@stonline.sk	055/6436482
Ministry of Labour, Social Affairs and Family of the Slovak Republic	Špitálska 4 Bratislava 816 43		
Village Frička		fricka.tsp.@gmail.com	054/4794121
City Sereď - Office of Education	Nám. republiky 1176/10 Sereď 926 01	silvia.kovacova@sered.sk	0918/450853
Office of the Trnava Region	Starohájska 10 917 01 Trnava	bielik.michal@trnava-vuc.sk	033/5559471

In terms of length of action of organizations in the field of the Roma issue, we can see that 69% (25) of organizations has been active > 10 years. Length of action > 5 years and ≤ 10 years reported

17% (6) respondents from organizations, > 1 year and ≤ 5 years has been active 11% (4) organizations and only 3% (1) organizations has been active in the range 0 -1 year (**Table 10**).

Table 10 Number of years has the organization been active in the field of the Roma issue

How long has respondent's organization (association, club, entity, institution ...) been active in the field of the Roma issue?	n	%
0 -1 year	1	3%
>1 year and ≤ 5 years	4	11%
> 5 years and ≤ 10 years	6	17%
> 10 years	25	69%

The level does the organizations work at is presented in **Table 11**. Overall, 75% (27) of organizations is active at national level and 25% (9) at the local level.

Table 11 The level does the organization work at

What level does your organization work (association, club, subject, institution) at?	n	%
International level	9	25%
National level	27	75%

Respondents were asked to indicate, in the case that during work use secondary data on Roma, which sources do they obtain them from. The most respondents 39% (14) uses the data through contacts with partners and professionals, 31% (11) uses information available online, 19% (7) receives data through individual consultations, 8% (3) of the available books and publications and 3% (1) reported obtaining data from all mentioned sources together (**Table 12**).

Table 12 Sources of secondary data available at work

If respondents use secondary data during work, which sources do they obtain them from?	n	%
Contacts (networking) with partners and professionals	14	39%
Individual consultations	7	19%
Online information	11	31%
Books and publications	3	8%
Other		
All mentioned sources together	1	3%

Needs identification

In the second part of the questionnaire were questions aimed at identifying needs, through an evaluation of the level of availability of individual data about the Roma population.

Respondents looking at the overall quality of available data on the Roma population answered as follows. Overall, 56% (20) considered the quality of the available data insufficient, 33% (12) indicated that the data are sufficient and 11% (4) to views on the question did not know answer (**Table 13**).

Table 13 Quality of available data on Roma communities in general

What do respondents think about the quality of available data on Roma communities in general:	n	%
Sufficient	12	33%
Insufficient	20	56%
I cannot tell (I do not know)	4	11%

Respondents were asked to identify the availability of individual information in terms of legislation, research, good practice and projects at national and European level. Information about potential partners in their activities considered unavailable at the national level 31% (11) of respondents and at the European level 69% (25) of respondents. Only 11% (4) of respondents indicated that at the national level are available contact details of community outreach workers. Contact details of NGOs working with Roma communities considered unavailable at the national level 67% (24) and at European level 64% (23) of respondents. Contact details of the local representative of the Roma ethnic group is not available to 53% (19) of respondents at the national level and 100% (36) of respondents indicated that these data are not available at the European level. Unavailability of information about the activities of community workers at the national level reported 44% (16) and at European level 90% (34) of respondents. The list of potential employers for the Roma population at the national level deemed unavailable 89% (32) and at European level 97% (35) of respondents. Lack of information about the possibilities of voluntary work with the Roma community at the national level reported 47% (17) and at European level 92% (33) of respondents. Teaching materials and didactical tools at the national level deemed unavailable 58% (21) and at European level 86% (33) of respondents. Lack of information on ongoing projects and programs focused on Roma at the national level reported 25% (9) of respondents and the lack of information at European level 58% (21) of respondents. Lack of information on completed projects and their effectiveness at national level reported 58% (21) and at European level 92% (33) of respondents. Unavailable information about examples of good practice at national level reported 31% (11) and at European level 89% (32) of respondents. Overview of all answers about the availability of information is presented in **Table 14**.

Table 14 Availability of information in terms of legislation, research, good practice and projects at national and European level

Respondents indicate which of the following information is available in terms of legislation, research, good practice and projects at national and European level.				
INFORMATION	National level		European level	
	YES	NO	YES	NO
Is the following information available?				
Information about potential partners in your activities	25 (69%)	11 (31%)	11 (31%)	25 (69%)
Contact details of community outreach workers	4 (11%)	32 (89%)	11 (31%)	25 (69%)
Contact details of NGOs working with Roma communities	12 (33%)	24 (67%)	13 (36%)	23 (64%)
New legislation and the application of the rights of the Roma ethnic group	22 (61%)	14 (39%)	10 (28%)	26 (72%)
Contact details of the local representative of the Roma ethnic group	17 (47%)	19 (53%)	0 (0%)	36 (100%)
Information about the activities of community workers	20 (56%)	16 (44%)	2 (10%)	34 (90%)
List of potential employers for the Roma population	4 (11%)	32 (89%)	1 (3%)	35 (97%)
Information on the possibilities of improving conditions for residents in material distress	19 (62%)	17 (38%)	9 (25%)	27 (75%)
Information about the possibilities of voluntary work with the Roma community	19 (53%)	17 (47%)	3 (8%)	33 (92%)
Methods of work with the Roma community	21 (58%)	15 (42%)	3 (%)	33 (86%)
Teaching materials and didactical tools	15 (42%)	21 (58%)	3 (8%)	33 (86%)
Information about the possibilities of coping with stressful situations while working with the Roma	16 (44%)	20 (56%)	3 (8%)	33 (92%)
Information on current legislation	32 (89%)	4 (11%)	17 (47%)	19 (53%)
Information on ongoing projects and programs focused on Roma	27 (75%)	9 (25%)	15 (42%)	21 (58%)
Information on obtaining financial support for the creation of projects and programs	18 (50%)	18 (50%)	9 (25%)	27 (75%)
Information on the possibilities of participation in international projects	10 (28%)	26 (73%)	7 (19%)	29 (81%)
Information on completed projects and their effectiveness	15 (42%)	21 (58%)	3 (8%)	33 (92%)
Examples of good practice	25 (69%)	11 (31%)	4 (11%)	32 (89%)
List of the most effective interventions in the field of Roma issues	10 (28%)	26 (73%)	2 (6%)	34 (94%)

When looking respondents to the lack of information on the Roma population, a total of 31% (11) of respondents indicated unavailable information about health status and ongoing activities such as projects and programs. Lack of information on environment and housing conditions was reported by 19% (7) respondents. Socio-economic indicators such as education, income, employment deemed unavailable 11% (4) of respondents. Unavailability of demographic information reported 6% (2) of respondents and 2% (1) of respondents indicated unavailability of data on educational opportunities after leaving school (**Table 15**).

Table 15 Lacking of information about Roma population

Which information is lacking in respondents work with the Roma population.	n	%
Demographics	2	6%
State of health	11	31%
Environment and housing conditions	7	19%
Socio-economic indicators (education, income, employment)	4	11%
Ongoing activities (implemented projects, programs and other)	11	31%
Other		
Educational opportunities after leaving school	1	2%

The **table 16** presents the areas that respondents defined as the biggest problems in terms of working with Roma issue. The most respondents 34% (12) considered as the biggest problem unemployment of Roma population. Segregation of Roma considers as the problem 20% (7) of respondents and 8% (3) define as the problem poor communication and lack of cooperation, poor competences of field social workers, lack of motivation and lack of financial resources, but also lack of education.

Table 16 The biggest problem in terms of working with Roma issue

The biggest problem in terms of working with Roma issue.	n	%
Unemployment	12	34%
Segregation	7	20%
Poor communication and lack of cooperation	3	8%
Poor competences of field social workers	3	8%
Lack of motivation	3	8%
Lack of financial resources	3	8%
Lack of education	3	8%
Health status	1	3%
Poor support for NGOs	1	3%

Requirements for the content and form of the online platform

The last part of the questionnaire focused on requirements for the content and form of platform. Respondents were asked in question 16 to indicate strategies, projects or programs which they consider as examples of good practice and should be part of e-RR platform. To that question answered only 7 respondents. In **Table 17** are presented these projects, programs and strategies with the specification of area and focus, definition of specific groups and presentation of procedure, methods and tools.

Table 17 The list of projects, programs and strategies as examples of good practice

Strategies, projects or materials, which respondents come across and consider them as examples of good practice or consider them they should be presented on the e-RR portal.			
Name of project/program/strategy	Focus / Area	Specific group	Procedure /Method /Tool
Slovak Policy for the Integration of Roma	Education, employment, health status	Roma people living on Slovakia	Education in mother language
Roma Inclusion by Religious Way	Social inclusion of Roma	Roma people living on Slovakia	Questionnaires, observation, interviews and more
Working with Roma community in Spišský Hrhov	Possibility for construction workers to obtain project, practical skills	Citizens without primary school education and without further professional education	National project
Publications We managed to by Alexander Mušíinka	Complex model of employment	Long-term unemployed	Working and socializing habits
Healthy communities	Health and education	Roma living in segregated settlements	Dissemination of health information
European Roma Spirit Awards			Presentation of awards and public presentation of individuals and organizations working with Roma communities
Good practise conference	Education and social inclusion	Roma living in segregated settlements	National project

In question 17 respondents had an opportunity to indicate areas which they consider as the most important part of the platform. Particular attention should be paid according to 36% (13) of respondents in education and training, 14% (5) considered an important part of the platform information about the environment and living conditions of the Roma, 8% (3) reported employment and discrimination, 5% (2) information on ongoing activities and according to 17% (6) of respondents should be paid attention to all the above mentioned areas (**Table 18**).

Table 18 The areas to be included in e-RR platforms

Respondents recommendations and suggestions for making the platform	n	%
Demographics	1	3%
State of health	0	0%
Culture and History	0	0%
Social inclusion and equal opportunities	1	3%
Environment and living conditions	5	14%
Education and training	13	36%
Employment	3	8%
Discrimination	3	8%
Legislation	1	3%
Ongoing activities (completed projects, programs, and more)	2	5%
Contact details of institutions	0	0%
Other		
All mentioned resources are needed together	6	17%
To enact compulsory education without financial reward	1	3%

In terms of form of the available information and presentance of platform, 22% (8) reported the form as documents (reports, reports) and a calendar of important activities. Database of contacts on individual institutions reported by 14% (5) of respondents, interactive database as part of the platform reported 11% (4) of respondents, 6% (2) of respondents would welcome press releases and 3% (1) videos. Overall, 16% (6) of respondents would prefer available the information in all the above-designated forms (**Table 19**).

Table 19 The form of of the available information at e-RR platform

Form of the available information	n	%
Interactive database	4	11%
Videos	1	3%
Audio recording	0	0%
Documents (reports)	8	22%
Illustration, Photography	0	0%
Database of contact details of individual institutions	5	14%
Calendar of important activities	8	22%
Teaching aids	1	3%
Press Release	2	6%
Other		
Self-government inclusion	1	3%
All mentioned form together are needed	6	16%

In the last question (**table 20**), respondents were asked to identify the needs a newly created platform through of scale (1-not useful at all; 5- very useful). The median was 3.

Table 20 Usefulness a newly created platform e-RR

Usefulness platform	
Median	Modus
3	3

4 MAIN FINDINGS

Level education of the population of our country is despite the distortions education system in the postwar decades and the lack of funds over the past decade relatively high, but it is significantly differentiated not only spatially, but also depending on ethnicity. The biggest differences are in the educational level of the majority ethnic group and Roma populations, which achieves very low proportion of secondary education and virtually no share of higher education.

Demographic trends in Slovakia is characterized by the late 80s of the 20th century a gradual slowdown in population reproduction. The number of Roma is constantly increasing due to natural population growth and frequent migration of Roma, especially when residents are moving into the urban environment. Many of Roma families have not electricity, water, sewerage and sanitary facilities to carry out personal hygiene. Heating only be solved makeshift little stove for solid fuel. This is the most disadvantaged families whose members not interested in a lifestyle change and integration into mainstream society. In the vast majority of Roma families is called Romani language. In some cases, ignorance of the language of the majority causes inadequate communication among Roma creating a language barrier in official communications adults in entering the labor market, but especially at the entry of children into school facilities. However, for children to these problems, are associating a much more serious, such as, frequent absences from school classes, petty theft and Delinquency (extortion younger children, bullying, alcoholism and other pathologies). Mothers usually not complete compulsory education, in order to carry out their maternal duties. Indifference of parents is in many cases caused mainly by long-term unemployment and social exclusion that they result in a general lack of interest in education. Social workers indicate neglect nutrition and education of children, on which are then forced to take care of their grandparents, whom children are entrusted to the care of the court. Much of the young Roma completes compulsory schooling, apprenticeship or secondary school. Education not considered a value, do not feel the need to be educated and do not have the support or the family. Parents do not lead their children to have education completed that after graduation they can enter the labor market. In adulthood, the social system and of the reasons given above, and belongs to the group of long-term unemployed. Customary lifestyle causes the formation of socio-pathological phenomena are common behavioral disorders among young people, bullying, vandalism, alcoholism, crime especially theft, sniffing and symptoms suggestive the psychotic subjects or disability caused by poor hygiene (Komplexná stratégia riešenia problémov rómskej komunity v meste Liptovský Mikuláš).

Legislation concerning Roma: Legislative basis for governing the status of national minorities and ethnic groups in Slovakia consists mainly of the Slovak Constitution of 1992. The concept of constitutional protection of minorities in Slovakia is based on two principles. The first is the principle of equality and non-discrimination. It is a general principle, which guarantees the "fundamental rights and freedoms for all without distinction ... race, color, language, ... national

origin, membership of a national or ethnic group ...". The second principle is the principle of guaranteeing special rights for national minorities and ethnic groups. Citizens, forming the SR national minorities or ethnic groups are guaranteed their full development, in particular the right together with other members of the minority group or develop their own culture, to disseminate and receive information in their mother tongue, to associate in national associations, to establish and maintain educational and cultural institutions. Citizens belonging to national minorities or ethnic groups The Constitution also guarantees the conditions laid down by law, except the right to learn the state language, the right to education in their mother tongue; the right to use their mother tongue in official communications; right to participate in matters affecting national minorities and ethnic groups (Koganová, V. – Kopecký, P., 2005).

We found from the survey that people working with Roma most lack information about state of health, ongoing activities (implemented projects, programs and other) and environment and housing conditions. The biggest problem of Roma are unemployment and segregation. Survey respondents recommended to focus on the platform in education and training.

5 RECOMMENDATIONS

Based on the results of the needs assessment, we found several gaps in the availability of data about Roma community at the national and at European level. Respondents identified their needs to work with Roma communities and asked what the newly created platform should contain. The most respondents reported as missing data in the field of state of health, environment and housing conditions, socio-economic indicators (education, income, employment) and ongoing activities (implemented projects, programs and other). To work with the Roma population is also necessary information about partners at European level, contact details of community outreach workers and NGOs. There is the lack of available information about new legislation and the application of the rights of the Roma ethnic group, methods of work with the Roma community and teaching materials and didactical tools at European level. Finally, the lack of data is on completed projects and their effectiveness and examples of good practice and list of the most effective interventions in the field of Roma issues at both levels. The biggest problem in terms of working with Roma issue are unemployment and segregation.

From our survey revealed several of recommendations on the content and form of the platform:

- Contact details of community outreach workers, local representative of the Roma ethnic group, potential employers for the Roma population at national and European level
- Methods of work with the Roma community, teaching materials and didactical tools, examples of good practice and the most effective interventions
- Information on the possibilities of participation in international projects at national and also at European level
- The most main areas presented on the platform should be education and training and information about environment and living conditions but also any other information about the Roma community as a complex
- Preferred form of the information at the e-RR platform should be documents (reports), calendar of important activities, database of contacts details of individual institutions and also other forms

REFERENCES

- ACEC (Association for Culture, Education and Communication). 2013. Zdravé komunity. Available at: <http://www.acec.sk/projekty/zdrave-komunity-slovensko-2003-sucasnost>
- Atlas rómskych komunít 2004. Available at: <http://www.romovia.vlada.gov.sk/3553/atlas-romskych-komunit-2004>. Php
- Cupka, B. 2012. Vzdelávaním pedagogických zamestnancov k inklúzii marginalizovaných rómskych komunít. Available at: <http://web.eduk.sk/?q=node/33>
- Dostál, O. 2002. Národnostné menšiny. In: KOLLÁR, M., MESEŽNIKOV, G. (ed.): Slovensko 2002. Súhrnná správa o stave spoločnosti I. Bratislava.
- Dudáková, H., Kulich, D. 2008. Národná správa o vývoji a stave učenia a vzdelávania dospelých v Slovenskej republike 1997-2007. Dostupné na: http://nuczv.sk/wp-content/uploads/1_national_report.pdf
- Filadelfiová, J., Gerbery, D., Škobla, D. 2006. Správa o životných podmienkach rómskych domácností na Slovensku. Rozvojový program OSN (UNDP):2006. ISBN: 80-89263-02-X
- Godla, F. 2013. Národný program Marginalizovaných rómskych komunít. Available at: http://web.eduk.sk/stahovanie/problemy_vzdelavania.pdf
- Hegyí, L. 2005. Základy sociálnej práce pre Verejné zdravotníctvo. SZU, 1.vyd.. Bratislava. 2005. 78s.
- Štatistický úrad Slovenskej republiky. 2013. Prvé vybrané definitívne výsledky sčítania obyvateľov, domov a bytov 2011. Available at: <http://portal.statistics.sk/showdoc.do?docid=44035>
- Koganová, V. – Kopecký, P., 2005. Rómska problematika na pozadí vybraných faktov zo slovenskej a rumunskej reality. Available on <http://www.cepsr.com/clanek.php?ID=240>
- Kolthof, W., Lukáč, M. 2003. Zlepšenie podmienok pre vstup mladých Rómov na trh práce, SK 0002.01 a grantovej úlohy VEGA č. 1/0457/03 Kvalita života – kvalitou sociálnej práce a vzdelávania dospelých. ISBN 80-969073-0-1 Available at: <http://www.ff.unipo.sk/kvdsp/download/Zbrnk/ZbrnkPHARE-VEGAPrsv2003.pdf>
- Komplexná stratégia riešenia problémov rómskej komunity v meste Liptovský Mikuláš, Available on http://www.mikulas.sk/files/File/pdf_zakl_dokumenty/ksrp.pdf

Matlovičová, K., 2012. Rómovia na Slovensku; Základné charakteristiky Rómskej populácie na Slovensku s dôrazom na priestorové aspekty ich diferenciacie. in Penczes, J., Radics, Z. (Eds.): Roma population on the peripheries of the Visegrad countries. Spatial trends and social challenges. Debrecen 2012, ISBN 978-615-5212-07-9, Available at: [http://www.unipo.sk/public/media/16282/R%C3%B3movia_na_Slovensku_\(2012\)_Z%C3%A1kladn%C3%A9_charakteristiky_R%C3%B3mskej_popul%C3%A1cie_na_Slovensku_s_d%C3%B4razom_na_%20priestorov%C3%A9_aspekty_ich_diferenci%C3%A1cie.pdf](http://www.unipo.sk/public/media/16282/R%C3%B3movia_na_Slovensku_(2012)_Z%C3%A1kladn%C3%A9_charakteristiky_R%C3%B3mskej_popul%C3%A1cie_na_Slovensku_s_d%C3%B4razom_na_%20priestorov%C3%A9_aspekty_ich_diferenci%C3%A1cie.pdf)

NR SR. 2008. Zákon č. 245/2008 Z.z. o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov

Popper, M., Szeghy, P., Šarkozy, S. 2009. Rómska populácia a zdravie: Analýza situácie na Slovensku. FSG:2009. ISBN: 978-84-692-5485-1

ROCEPO. 2013. Rómske vzdelávacie centrum Prešov. Available at: <http://www.rocepo.sk/modules/ktosme/>

Roma education fund. 2007. Návrh na zlepšenie vzdelávania Rómov na Slovensku; Hodnotenie krajiny a strategické zameranie Rómskeho vzdelávacieho fondu. Roma Education Fund. 2007. ISBN: 978-963-9832-05-3

Rozvojový program OSN. (UNDP). 2013. Situačná analýza vybraných aspektov životnej úrovne domácností vylúčených Rómskych osídlení. UNDP. 2013. ISBN: 978-80-89263-14-1

Úrad splnomocnenca vlády Slovenskej republiky pre rómske komunity. 2011. Stratégia Slovenskej republiky pre integráciu Rómov do roku 2020. Available at: <http://www.ksuza.sk/doc/metodika/bozp/20012012.pdf>

Valentovic, I. 2007. Program podpory zdravia znevýhodnených komunit na Slovensku 2007 –2015, MZSR. 2007. Available at: [http://www.health.gov.sk/redsyst/rsi.nsf/0/f9bc90970b5ab468c1257274003a5a27/\\$FILE/2007_008.pdf](http://www.health.gov.sk/redsyst/rsi.nsf/0/f9bc90970b5ab468c1257274003a5a27/$FILE/2007_008.pdf)

Vaňo, B. 2001. Demografická charakteristika rómskej populácie v SR. INFOSTAT: Inštitút informatiky a štatistiky. 2001. Available at: <http://www.infostat.sk/vdc/pdf/rom.pdf>



COLOPHON

Published by: Trnava university in Trnava

For it: Margaréta Kačmariková

Collected and edited by: Michaela Machajová, Margaréta Kačmariková

Proofreading: Margaréta Kačmariková.

Trnava, **November 2014**

