

Guide for working with Roma families towards achieving the success of their children in school - a transnational methodological proposal for professionals

Beneficiaries

Professionals working in the field of education of Roma. This guide is addressed to professionals with some degree of experience in working in the social field.

Countries

 Bulgaria

 Hungary

 Romania

 Spain

 Switzerland

Country/ies or organisation that developed the tool

Coordinator: Fundación Secretariado Gitano (Spain)

Partners: Roma Education Fund (Switzerland); Roma Education Fund - Roma Oktatási Alap (Hungary); Fundația Roma Education Fund (Romania); Fundația Secretariatul Romilor (Romania);

Ministry of Education, Youth and Science/Centre for educational integration of children and students of ethnic minorities (Bulgaria); Ministry of Education, Culture and Sport (Spain); Ministry of Health, Social Services and Equality (Spain); local government of Ács town (Hungary); Ministry of National Education (Romania).

Date of creation of toolkit and periodicity of updates

2013

Purpose of the toolkit

Guidance on best practices (to improve the design of policies and practices).

The aim of this toolkit is “to be an instrument facilitating collaboration with Roma families to reduce their children’s school drop-out risks and increase their academic success”.

Description of each of the tools

This practical tool is a methodological guide aimed at technical and professional teams working with Roma students and guides them in terms of action and orientation.

The intervention described is a methodological proposal based on different theoretical models. The different methodological steps described in this guide are focused on the individual assessments of each participating family and on the design of an individual intervention plan (or Family Work Plan - FWP). It also includes an evaluation of performed work. The guide describes different strategies, methods, actions and techniques. In each phase the interventions are analysed in detail, highlighting the following fundamental aspects, according to a common structure:

- What is intended at this particular step of the intervention?
- What are the actions proposed that can help us overcome most common difficulties?
- What can we do?
- Key messages and ideas.
- An example of good practice for most phases.
- Warnings and what to avoid.

The intervention process is divided into phases that constitute the moments or steps considered necessary in order to achieve an adequate intervention:

- **Analysing reality and disseminating the programme** - the work to be done before contacting the families, to understand their environment, social context, etc. The tool provides examples of what information to collect and how.
- **Attracting and recruiting families and partners** - in this phase, the aim is to establish the first contact with the families and other agents involved (schools, community centres, etc.).
- **Creating a bond** - this section describes the relationship between the families and the programme's professionals.
- **Initial assessment** - the objective is to carry out an in-depth individual assessment of each family, in order to establish its individual intervention plan.
- **Designing a Family Work Plan (FWP) and creating an alliance** - a work plan is to be prepared with each family. It should be recorded in a road map to follow which include a time frame to review the planned actions, so as to include pertinent modifications.
- **Implementation of the actions foreseen in the FWP** - the objective is to implement the FWP: the actions planned to enable the families to increase the support provided to their children at school, as well as revisions and follow-ups.
- **Follow-up and evaluation of the intervention** - data, both quantitative and qualitative, are systematically collected to assess the intervention carried out regarding the implementation process' suitability, the foreseen objectives' degree of fulfilment and the programme's pertinence and effectiveness. Templates and various materials are provided for the completion of the evaluation. One of the templates gives an introduction to evaluation and provides a set of steps which can be followed during the design phase. It then provides a description of "informational needs to evaluate the process". This is divided according to the assessed criterion (effectiveness, performance or coverage) and each criterion is divided into 3 columns ("informational needs and relevant questions", "indicator" and "data collection technique and instrument"). The same three-column format is used in the template suggesting how to evaluate the effects of the programme and its individual results.

Finally, the toolkit identifies recommended attitudes and competencies for professionals intervening with Roma families in the field of education.

Type of indicators used in the identification of

learners at risk of early leaving

Annex 3 includes indications on the type of information to be used to identify families that could participate in the programme. These are effective indicators linked to early school leaving and the following is a selection:

- **Family educational style:**
 - communication between members
 - existence of family conflicts
 - high family cohesion.
- **Academic history:**
 - school truancy
 - academic performance

Type of guidance given to users

A comprehensive methodology is provided to assist professionals in the process of involving Roma families in their children's educational process.

Source of information of the different tools

Developed by partners from various European countries (NGOs working with Roma and specialised in the field of education, together with public administrations in charge of education).

Link/s to the toolkit and further information

<https://school-education.ec.europa.eu/mk/discover/resources/guide-working-roma-families>

The toolkit is available in pdf format and in various languages (BU, EN, ES, HU and RO):
https://www.gitanos.org/resources/publications/guide_for_working_with_roma_families_towards_achieving_the_success_of_their_children_in_school/

Further information: fsg@gitanos.org

Downloads



Guide for working with Roma families

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