

## Research related to implementation of inclusive education - CRAM VII

### English summary

Within the cooperation framework with ERGO Network, Slovo 21 conducted research on the knowledge of Roma parents about changes to the Czech educational system that entered into force on 01/09/2016. The research was conducted in six municipalities with a high Roma population: Chomutov, Ostrava, Turnov, Prague, Bruntál and Krupka.

The research findings are the following:

The vast majority of respondents were not aware of the fundamental changes brought by the New School Act that came into force on September 1st 2016. For the analysis of the results it is necessary to take into consideration that not all interviewed parents had children in practical schools.

Parents are divided in their opinion on the abolition of practical schools. The same applies to parents' preferences between regular basic or special schools, the former practical schools. Respondents are sometimes afraid of changes because of financial reasons, a fear of discrimination and bullying and fear that the children cannot handle schooling in elementary schools.

Conversely, respondents who have chosen primary schools and the abolition of special schools see in the changes an opportunity for a better future for their children and for greater integration of Roma children in Czech society. They think it will be an opportunity for greater openness of Czech society towards the Roma minority and for the implementation of the principles of equal opportunities in education.

This division and reasoning also applies to the question of whether the planned abolition of special schools for children is beneficial. Uncertainty and lack of information sometimes reinforces fears. Respondents mostly expect that their schools will help their children with the transition of the curricula of elementary schools. Especially teachers, directors, assistants, counselors etc should help them. There is also an expectation by respondents that the information on changes will be provided by local non-governmental organizations.

The preferred form of information related to transformation of the educational system for the respondents would be leaflets and personal meetings.

Some of the respondents previously took advantage of cooperation with local NGOs through tutoring courses for children. Within the research we found out that there is lack of these services related to tutoring in some regions. Children of the respondents take part in leisure

time activities, but respondents would prefer to enrol their children in majority leisure time activities. However, these are costly and respondents cannot afford them. Respondents know that graduation from special schools limits their children for the future live in selection of further education and occupation.

Regional differences in information on the forthcoming changes are interesting findings that are worth exploring in the context of any future research.