
SCHOOL AND EDUCATION IN THE LIFE OF ROMA CHILDREN

A Constructivist -Phenomenological
Study

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Background



Aims of the study

Interview with teacher... an introductory passage



B.S.: *So I'll speak about our own school, because I do not know much about the others. Well, our school is that... I think in our school we try to give those children the best environment and the best conditions to be educated and sometimes I feel that we „commit“ aid and that it doesn't function too much... that you can not help somewhere about where someone is not worth much, so it is such.. such a struggle sometimes. But I think that we were doing small steps and the kids there are relatively satisfied. Of course there are things that they may not like, because they are also varying in their motivation: whether they want or do not want to study. Some of them, who do not want to study, have a school to meet there with their friends, to agree on some of their actions or after school to dance here, to get acquainted, to make a lot of other activities, and the fact, they must learn, is just such a tax for that they can be here. But then again, there are kids who want to learn and others spoil them...*

Interviews with children- example

Peter:

So I like school. Well, sometimes I have this idea that teachers... it's because of the trips. We do not go anywhere the whole year just at the end of the year. And that's only once a year. At other schools go each week to the cinema and like this and we do not go anywhere. As an otherwise, it's good. I am happy here. For example, here we have computers and in other schools they haven't. The big break.. we can go to the gym for a great break. And so. I just love it here. It happens sometimessome are fighting . Just going as well as in the other schools. So this is a school... like gypsy school... because there are many Roma people. So there should be more of white because it is not good when we are many and the white teachers fear that maybe we can do them something bad...



Table of meaning – teacher (first part)

Meaning unit	Transformation	Theme/ Subtheme (Entity / Predicate)
So I'll speak about our own school, because I do not know much about the others. Well, our school is that... I think in our school we try to give those children the best environment and the best conditions to be educated	Teachers try to give our children the best conditions for studying	Teachers/ Activity (Teachers/what activities do they do)
and sometimes I feel that we „commit“ aid and that it doesn't function too much... that you can not help somewhere about where someone is not worth much, so it is such.. such a struggle sometimes.. But I think that we succeed doing small steps	Teachers help children in spite of them alone, gradually we are succeeding	Teachers/ Activity (Teachers/what activities do they do)
and the kids there are relatively satisfied	Children are relatively satisfied with our school	Children/Satisfaction (Children/ how are they satisfied)
Of course there are things that they may not like, because they are also varying in their motivation: whether they want or do not want to study.	Whether children are satisfied or not, depends on what kind of motivation they have	Children/Satisfaction Children/ how are they satisfied
Some of them, who do not want to study, have a school to meet there with their friends to agree on some of their actions or after school to dance here, to get acquainted, to make a lot of other activities, and the fact, they must learn, is just such a tax for that	Children's motivation differs, some of go to school to study, some of there for amusement and social live	Children/Motivation (Children/ what's their motivation)

Themes / subthemes

Teachers	Activities
	Pedagogical principles
	Competencies
Children	Satisfaction
	Motivation
	Competencies
	Behavior
School institution	Environment
	Education conditions
	Atmosphere
	Ideal
School background	Family
	Other schools
	State

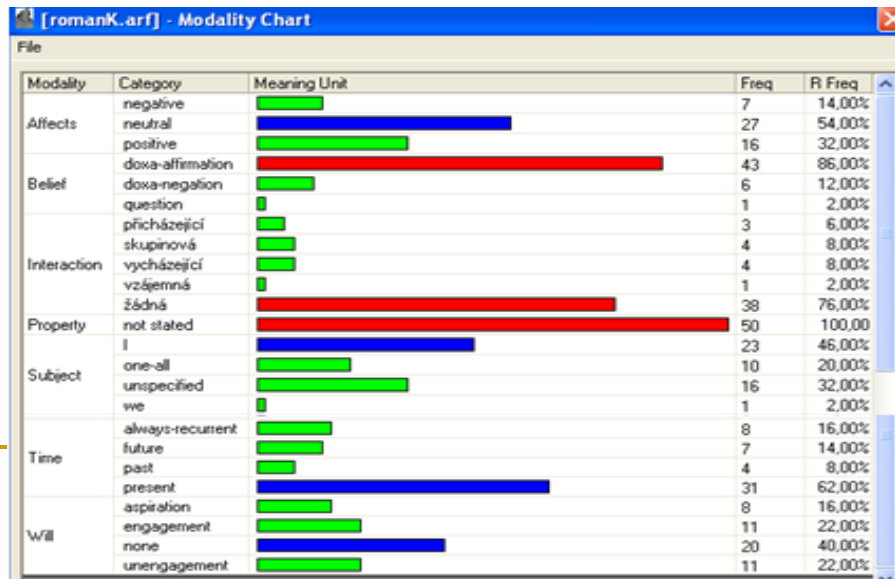
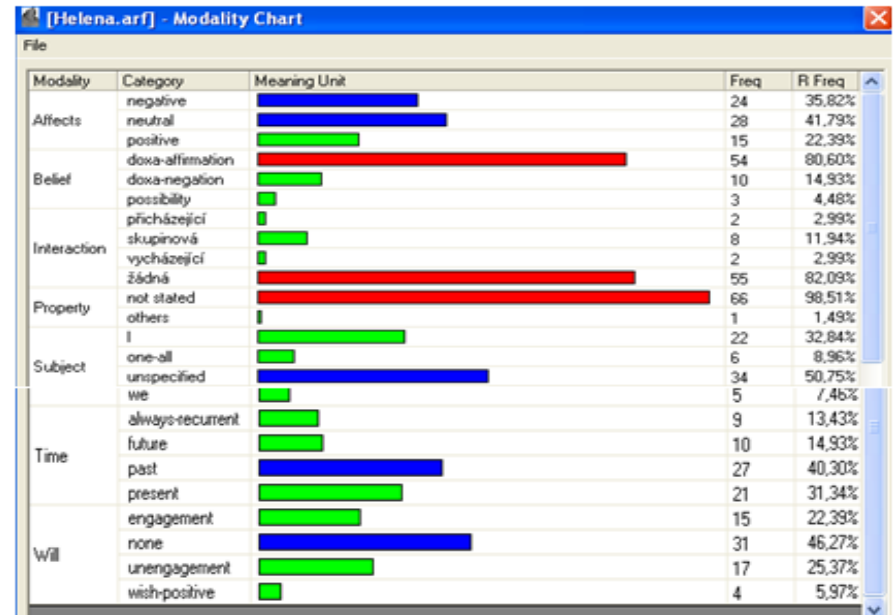
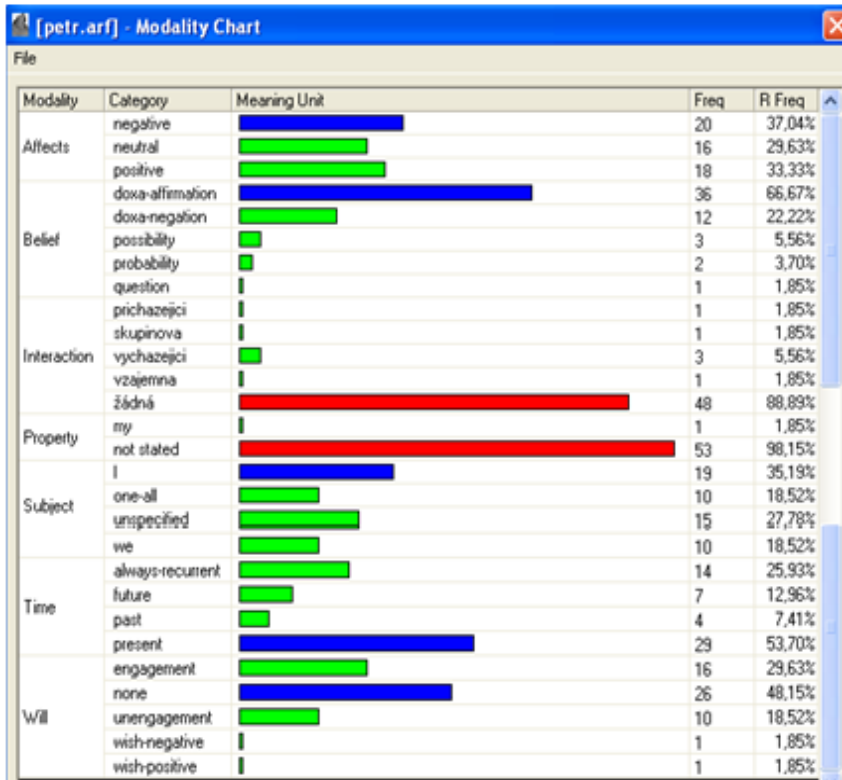
Comparison of the „life-worlds“

Theme	Subtheme	Teacher	Petr	Roman	Helena
Teachers	Activities	We try do give to our children the best conditions, to help them, educate them, to integrate them			
	Pedagogical principles	The children can express their opinion. We take them as individualities, we work individually, we want them to enjoy learning.			
	Competencies	We listen to them, we substitute family			
Children	Satisfaction	Chlidren are in general satisfied, but It depends also on their motivation. The most satisfied are those who have been transferd from other school, when tehy had had problems -because they see the difference.			
	Motivation	Some of the children go to school only to meet their freinds - these are frequetly Roma children. The biggest difference between Roma and majority children – Roma children goes to school as they have to, majority children know, that you must have education for future. Motivation to learn can overcome worse starting conditions			
	Behavior	Our children have many behavioral problems. The worse problems have catchment children, the children coming from other schools are getting better			

Summary

- We have tried to formulate SCHOOL as a shared life-world of majority teachers and Roma children
 - We have used the transcript of interviews and then formulated
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Phenomenological analysis of modalities



elements

CHILDREN

TEACHER

perceivers

CHILDREN

good friends vs. pupils-disaster
good marks vs. insufficiency in education
Roma vs. white

good teachers vs. bad teachers
afraid of us vs. create an order
with us

TEACHER

do not want to educate vs. motivated
cannot see far vs. accelerate

do wrong vs. go slowly
teacher role vs. family role

perceivers – CHILDREN; elements - CHILDREN

- I like the friends I have in the school
 - though there are too many Roma children
 - there should be also white pupils in this school cause it is not good when there are too many of us
 - I - good marks, sometimes I have little problems. Otherwise it's OK
 - yes, we've fight with each other
 - we go to school to be well-educated, to have a good school. To have good marks, to be clever.
 - that we are a little bit insufficient (in education)
 - friends support me, for instance they lend me a pen
 - oh ye, I like the school
 - it's not possible to learn hear as babies bawl most of the time and I came form the "Travnik" school where everything was completely different. And here when I've come, as I'd go down
 - the other pupils, that's just disaster, impossible
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perceivers – CHILDREN; elements - TEACHER

- I like the teacher we have
 - then the white teachers are afraid that we can do something to them
 - that they can explain it well so we can learn it
 - that the teachers cannot teach very well
 - they are not able to deal with children, to discuss with them
 - there are better teachers than at other schools, they are kind and fair
 - an ideal school would be that they (teachers) would make an order with us
 - the teachers are good, the director is kind
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perceiver – TEACHER; elements - CHILDREN

- when it is not someone's priority (the school)
 - They are relatively satisfied
 - Those who don't want to educate have the school for meetings with others, to dance, to make contacts, to make a lot of other activities
 - there are other children who want to learn
 - Roma children have usually no motivation cause they cannot see very far
 - they don't know they could go higher
 - the knowledge the children receive at this school it is not comparable with the level of other schools
 - mostly they accelerate here and they are like Alice in wonderland that someone has time for them, explain it to them
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perceivers – TEACHER; elements - TEACHER

- we are trying to provide children the best conditions for education
 - sometimes I have a feeling that we do it wrong and that it is not realizable
 - it goes slowly
 - we supply a family to a great extent
 - we give them an individual approach
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	Phenomenology	PCP
Intersubjectivity	life-world	sociality+commonality
Temporality	time is an attribute of being-in-the-world	time is a dimension within which construing happens
Other modalities	essential attributes of being-in-the-world	revisable constructed dimensions
Meaning	constitution	construction