

The research results

**"The gender dimension of the causes withdrawal the  
ROMA children of mandatory education in the region"**

(Bosnia & Herzegovina)

"The gender dimension of the causes withdrawal the ROMA children of mandatory education in the region"-B&H

CARE NWB with the financial support of the Government of the Kingdom of Norway

For the area of Bosnia and Herzegovina:

**Roma women association "Bolja Buducnost" Tuzla**

With the cooperation of:

**Center for Mothers "Utjeha" Zenica  
ORIV "Be my friend" Visoko**

Consulting company:

**K-Faktor**

Nova cesta 190

10000 Zagreb, Croatia

Work fax: +38515560772

Cellular: +385912300932

E-Mail: mladen.majetic@k-faktor.hr

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"It was a four of named *Everyone, Someone, Anyone* and *No one*.

It was necessary to do a very important job and everyone thought that *Someone* would do it.

*Anyone* could have done it, but *No one* really wanted.

*Someone* got angry because of this, because it was a job for *Everyone*.

*Everyone* still thought anyone could do it, but *No one* realized that someone DOES not want to do it.

At the end of each blamed *Someone* because *No one* did what *Anyone* could have done. "

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## INTRODUCTION

In today's time and space where we live, the circumstances in which we are the trends that we „commit“ is generally unnecessary to consider the fact the importance of education, both formal and informal. However, despite the fact that we are world citizens advanced in Europe and the 21st century we have witnessed the devastating fact that many of our fellow citizens living on the edge of existence, that even 82.2% of the largest national minority in Bosnia and Herzegovina, said that their living standard is considerably below average (around 20 Euros per household per month) , that still there are no adequate punishment for the parents that their children are not included in regular education, which according to our research is even 67.2% and we believe this is shocking information for you as for us too. Many children leave school a total of 85.1% and therefore to ourselves and to our society denying a better perspective of life. A number of other information that will be found in this report is very disappointing.

Roma are among the most vulnerable populations in Bosnia and Herzegovina. Roma community in Bosnia and Herzegovina were particularly vulnerable due to generally low levels of education, lack of personal documents, discrimination and limited access to civil, political, social, economic and cultural rights. Although the largest national minority in B&H, at the same time are socially most vulnerable minority, for all the parameters by this is measured and determined the status of any social group. In relation to members of any other national minority in Bosnia and Herzegovina, (from 17 of them, as it recognizes the Law on the Protection of National Minorities 2003)., And the constitutive peoples, the Roma children are enroll and complete at least primary, secondary and university . The percentage of employed Roma in the public sector in Bosnia and Herzegovina is extremely unfavorable, and businesses and craft shops owned by Roma are a little. It turned out that the most common source of income for members of this minority is self-employment in the sector of collecting recyclable materials and recycling waste. This means that the largest number of Roma in Bosnia and Herzegovina in social need and those they should take care the centers for social work and other institutions and organizations for social welfare and humanitarian activities. In practice, however, it is usually not the case, and many members of ethnic minorities are at the bottom of human existence.<sup>1</sup>

Education is, without doubt, one of the main challenges for children in all countries in the region. Despite the current education reform, quality and relevance of education in the region is still far from EU standards. Children face many difficulties related to the exercise of their right to education, including difficulties process of integration into the education system, low quality of education, poor working conditions (especially in rural areas), overcrowded classrooms, lack of additional training for teachers, as well as insufficient cooperation of schools with parents and the wider community. There is a concern about the increasing number of children who are not enrolled or are leaving primary education in countries in the region. In addition, a widespread discrimination and marginalization of children in schools, which includes discrimination based on nationality, disability in development and poverty.<sup>2</sup>

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<sup>1</sup> Action plan for Roma in the areas of: employment, housing and health care, available at: <http://www.bospo.ba>

<sup>2</sup> The fundamental right to education manual for teachers, educators and directors, Available at: <http://www.scn-see.ba>

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Series factors influence why the children leave primary school, and a series of categories of children who because of their personal or family structure or some other reasons do stated. Children are usually leave the school because atypical behavior that run from the school and from home, they steal, causing disorder or fighting in public places, enjoy alcohol and drugs, etc. Elementary school is where most manifest various forms of atypical behavior of pupils. The school environment has a major role in the prevention of risky forms of social behavior of pupils because, every day while staying in school formed their attitudes, meets friends, develops its own personality, thinking, creating their "world view" and a picture about itself. Besides these groups there are emotionally immature children, children from dysfunctional, unstable social and uncared-for families, children who feel fear and rejection in the school, who are not motivated for regular attendance, from a distant, rural and poor community, disabled and sick children and returnee children and persons belonging to national minorities.

Returnee children and children belonging to ethnic minorities (mainly Roma) often remain out of school desks. For a child starting school is entrance into a new world in which they will acquire a certain amount of knowledge and skills that he will use in the successful integration of the school but for life also. These children experienced a series of of discomfort how from peers and by adults. This usually happens on the road from home to school, in the schoolyard and in the school. It is not surprising that these children often remain without basic education. In addition to rejection, ridiculing and contempt, their underlying structure to them do not contribute. Often these children come from poor, dysfunctional, uneducated families. They are not motivated by either parents or peers and sometimes even from teachers, which will demonstrate the results of our research.

## **METHODOLOGY**

Empowerment of Roma women's is three-year regional project implemented in four Western Balkan countries (Bosnia and Herzegovina, Croatia, Serbia and Montenegro). The project is aimed on strengthening position of Roma women in the Roma women's organizations active in the region. CARE NWB had the role of project leader and mentor to key partner organizations in the implementation of the project tasks.

The project objective is to strengthen the position of Roma women in the societies of the Western Balkans by supporting the efforts of organizations, institutions and ministries involved in the anti-discrimination, empowerment and promotion campaigns for the affirmation of minority rights in the target countries.

The project operates in partnership with four key female Roma NGO partners, one from each of the four target countries. These are: a better future in Bosnia and Herzegovina, the Croatian Roma Heart, Bibija - Roma Women's Center of Serbia, Centre for Roma Initiatives in Montenegro.

The project aims to make positive changes to the following targets:

- 1st Improved advocacy position of Roma women's organizations;
- 2nd The capacities of partner organizations to implement projects aimed at empowerment of Roma women in the Western Balkan region built,
- 3rd Effective regional network that will be an instrument for sharing best practices and model policies and raising awareness about the status of Roma women in the region been established as functional.
- 4th Awareness of specific target groups and the general public about the status of Roma women, as well as risks for Romani girls to become victims of trafficking have been increased.

Research with a focus on gender component are part of the Regional Project CARE NWB and the Sub goal no. 1. Improved advocacy position of Roma women's organizations, and defined the research will coordinate and supervise Mladen Majetić from the K-factor, and carry out by each of the key partners in the regional project, , along with its fellow organizations. The modalities of this cooperation are described in project proposals in line with the mid-term evaluation (2010) as well as development and operational plan for implementation of research in 4 countries that participatory methods conducted and led by Mladen Majetić from the K-factor, Zagreb. Thus, the four partner organizations in the regional project turned CARE NWB for a small grant provided for in the budget of a regional project to be successfully completed and that regional component of the project.

According to the managed process and the arrangements agreed between all participants in the project during the evaluation of regional and other workshops - both research should serve the needs of public policy within the regional program supported by CARE NWB, and pointing to the existence and forms of appearance themes explored in the round tables and forums organized by the partners. Further research results will be used for the regional Conference which will be organized as one of the advocacy activities of RWE regional project.

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The project titled „Gender dimensions of the causes of Roma children withdrawal of mandatory education in the region," for the area of Bosnia and Herzegovina implied the research conducted in the towns of Visoko, Tuzla and Zenica. Through the study examined, among other things, to get data that indicate not only the views of parents and children who have left regular education or never attended, but also governmental and nongovernmental organizations that bear the responsibility of the high percentage of represented issues among the Roma population. Therefore, research was divided into four segments where the sample was parents and children, institutions, schools and NGOs. The research has been done in a way that each of the organizations from these municipalities, motivate interviewers who are coming out on the field, Visoko and Zenica by 3 interviewers, Tuzla 1, and coordinators for each of the municipalities that have conducted surveys of representatives of institutions, NGOs and schools using a given schedule.

The objectives of the project implemented in all four countries of the region are as follows:  
Identify the reasons for withdrawal the RAE children and youth of mandatory education from an emphasis on the gender dimension;  
To determine whether there is a connection between economic and educational status of parents and children who leave school from an emphasis on the gender dimension;  
Determine what operating state institutions (schools, centers for social work, courts, police) in connection from statutory obligations;  
Establish what work of NGOs in targeted geographical areas related to the abandonment of the RAE children mandatory education.

The pattern when it comes to groups of subjects parents and children is 151 The respondents were chosen based on the criteria to attend the regular school system or the target population are children who have left school, the same kids who have never attended school and their parents.

When it comes to other groups of respondents or institutions and NGOs for the first sample group was 31, and another the seventh. The selection of respondents was conducted on the basis of participation in the the same themes that set up to have this research and in making decisions relevant to the entire community and therefore the Roma population in a given area.

In order to adequately respond to the challenges of this research, especially regarding the same methodology, there were organized by the principle of PAR methodology that focuses on positive social change within the local community in which they are implemented, or the methodology of the participatory school action-oriented research (Participatory Action Research). The questionnaires used for the purpose of collecting data that will be presented the following text were created exclusively for the needs of a given project and in the process as stated they took part all the facilitators of the project. These questionnaire had 58 questions for parents and children who the abandoned mandatory education, 25 questions for the institutions, 22 questions for non-governmental organizations and 25 questions for the school.

## LEGAL FRAMEWORK OF THE ISSUE OF THE RESEARCH

"Bosnia and Herzegovina, one country and Herzegovina, two entities, three presidents, 10 cantons, 14 governments, 183 Ministries, 85 political parties, 50 veterans' associations, 13 unions, 2 police, 3 Academy of Sciences, two pension funds, 3 educational system, 3 telecom, Power Company 3, 550 000 unemployed, 630 000 pensioners, 450 000 displaced people, 75% of on the poverty line, 65 000 civil servants ... "statement, which was recently circulated internet portals. Recognizing the fact that the above statement is not very far from the truth, we can conclude that it is difficult to visualize all the pieces of legislation dealing with the topic of education. However, considering that they are at the highest level and most important, the same will be further addressed in the text.

Education is defined as a fundamental human right: even since 1952. , according to Article 2 of the first Protocol of the European Convention on Human Rights which obliges all signatories of the Convention to guarantee the right to education. At the global level, the UN's International Covenant on Economic, Social and Cultural Rights of 1966. guarantees of these rights within its Article 13. All member states should have legislative, administrative and financial framework and the necessary capacity for implementation to ensure quality control of all decentralized applications, including financial management of the overall decentralized education, community programs and training for young people (the current program Leonardo Da Vinci, Socrates and Youth in the future, integrated program of permanent acquisition of knowledge and Youth in Action).<sup>3</sup>

Bosnia and Herzegovina, a country which has ratified the Convention on Human Rights and the Convention on the Rights of the Child they obliged to the implementation, with the force of constitutional provisions. In addition to these international conventions, mandatory compliance and other international documents, and thus also those relating to education, declarations, charters, resolutions, protocols, action plans, and the like. With regard to constitutional powers in the field of education law in Bosnia are made and implemented at different levels.<sup>4</sup>

At the level of B&H there is only framework laws:

- Law on Preschool Education, adopted in November 2007;
- Law on Primary and Secondary Education, adopted in July 2003,
- Law on Higher Education, adopted in August 2007.

The framework laws were enacted in order to create equal conditions for realizing the right to education without discrimination on any basis, and compliance with international conventions. Any legislation in its constitutional responsibility brings Republic of Srpska, the cantons in the Federation and Brcko District, must comply with the provisions of the Frame Law.

Apart from legislation, the right to education in the Bosnia and Herzegovina may also be realized in other regulations:

Declaration on the reform of the parallel education system in Bosnia and Herzegovina, equitable use of language and script, and remove offensive content, which brought the

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<sup>3</sup> <http://www.europa.ba>

<sup>4</sup> The fundamental right to education manual for teachers, educators and executives, Sarajevo, 2009.  
Available at: <http://www.scn-see.ba>

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ministers of education 2002years;

Interim Agreement on Accommodation of Specific Needs and Rights of Returnee Children, adopted in 2002;

Agreement on joint strategy for the modernization of primary and general secondary education from 2003. ;

Action Plan on School Enrolment and attendance in the Bosnia and Herzegovina, from 2006. ;

Action Plan on the Educational Needs of Roma and other minorities in the Bosnia and Herzegovina;

Standard Rules on the Equalization of Opportunities for Persons with Disabilities;

Message to citizens-education reform in the Bosnia and Herzegovina, 2002. ;

Plan of Action for Children from 2002, until 2010. was introduced in the UN, 2002., and

The Law on Gender Equality<sup>5</sup>

Although is generally known that the right to education guaranteed by the Constitution of each country, including Bosnia and Herzegovina, we are aware that this is right in our area significantly violated, and that for no one or no one takes responsibility or is punished. The law also specified penalties for failure to comply with legal provisions, but also for that no one responds. In the following we look into some of legislation dealing with the issue of education, and obligations that implies.

"The Federation will ensure that the highest level of internationally recognized rights and freedoms set forth in the instruments listed in the Annex.

Particularly ... l) the basic freedoms: freedom of speech and press, freedom of opinion, conscience and beliefs, freedom of religion, including private and public religion, freedom of assembly, freedom of association, including freedom to form and belong to trade unions and the freedom not to associate, freedom to work;

m) Education, n) social protection; o) health care; P) nutrition; r) shelter, and

a) Protection of minorities and vulnerable groups; "6

**In Article 136 Family Law Federation** says that parents have the duty and right to ensure education of their children. Education should be directed to the development of the child's personality and its psychological and physical abilities, to respect the rights and fundamental freedoms, on the prepare the child for responsible life in society, and respect for the environment. Parents are responsible to ensure the regular primary and secondary education of the child. Parents are obliged, according to their abilities and according to abilities of the child, to care about his higher education.<sup>7</sup>

Furthermore, **Article 10 Law on the Protection of National Minorities of the Federation** stated that members of ethnic minorities can learn the language, literature, history and culture and the language of the minority to which they belong. Educational authorities in the Federation as part of its educational program (preschool, primary and secondary) are mandatory in schools where pupils - members of a national minority constitute at least one-third to provide education in the language of that minority, and if they make a fifth, to

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<sup>5</sup> The fundamental right to education manual for teachers, educators and executives, Sarajevo, 2009.

Available at: <http://www.scn-see.ba>

<sup>6</sup> <http://www.parlamentfbih.gov.ba>

<sup>7</sup> Krunic Zita, LJ. et al, 2009, Analysis of compliance from Bosnia and Herzegovina Law Convention on the Rights of the Child, Sarajevo

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provide additional training on the language, literature, history and culture of the minority to which they belong, if it requires a majority of their parents.

In order to exercise the rights referred to in paragraph 2 this Article, the competent educational authorities in the Federation are obliged to provide funds for training teachers to teach the language of national minorities, to provide space and other requirements for additional training, as well as the printing of textbooks in minority languages .8

Law treats all citizens' rights regardless of gender, skin color, race or national origin. Also, the law legally protects these rights and all rights and freedoms of man and citizen. Thus, the law states that these are crimes against the rights and freedoms of man and citizen, and how the same has been sanctioned or punished.

Thus, **Article 177 Federation Criminal Law** (Violation of the equality of man and citizen) says the following: "Whoever, on the basis of differences in race, skin color, their national or ethnic origin, religion, political or other opinion, gender, sexual orientation, language, education, social status or social background, denies or restricts the civil rights established by international agreement, constitution, law, other regulation or general act of the Federation, or who pursuant to such differences or background or any other position gives individuals unwarranted privileges or - shall be punished by imprisonment of six months to five years. "

**Article 219 Criminal Law of the Federation** (Neglect and abuse of children or minors)

"A parent, adoptive parent, guardian or other person who grossly neglect their duties in maintaining or upbringing of a child or minor, -shall be punished by imprisonment from three months to three years."

"The punishment referred to paragraph 1 of this Article shall be a parent, adoptive parent, guardian or other person who maltreats child or minor, forcing him to work that does not match his age, or excessive work or beg, or to gain from on the alleged conduct that is prejudicial to the its development, if the criminal offense referred to in paragraph 1 and 2 this article or minor child serious bodily injury, or his health is severely impaired, or the minor paid to begging, prostitution or other forms of asocial behavior or delinquency - the perpetrator shall be punished by imprisonment from three months to five years."9

The Law on Primary and Secondary Education that treats the problem of this research where, among other things, says:

**Article 4 Framework Law on Primary and Secondary Education in Bosnia and Herzegovina**, "Every child has equal access and equal opportunity for participation in appropriate education, without discrimination on any grounds. Equal access and equal opportunities include the provision of equal conditions and opportunities for all, to begin and continue further education.

Appropriate education means education which, in accordance with established standards ensures that the best way to develop their inherent and potential mental, physical and moral abilities, at all levels of education..10

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<sup>8</sup> Human Rights Office, All on national minorities, manual, Tuzla

<sup>9</sup> Criminal Law of the Federation of Bosnia and Herzegovina

<sup>10</sup> The Framework Law on Primary and Secondary Education in Bosnia and Herzegovina

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**Article 6, paragraph II, above Act:**

"The school has a responsibility, both in their own environment in which it operates, to contribute to creation of a culture that respects human rights and fundamental freedoms all citizens rights, as enshrined in the Constitution and other international documents on human rights signed by Bosnia and Herzegovina."

**Article 8, paragraph II, the same law:**

"Language and culture of any significant minority in Bosnia and Herzegovina shall be respected and accommodated within the school to the greatest extent practicable, in accordance with the Framework Convention for the Protection of National Minorities."

**Article 27 Framework Law on Primary and Secondary Education in Bosnia and Herzegovina,** "Parents are obliged to ensure their children regularly attend school during the period of compulsory schooling. In the case of negligence and irresponsible attitude towards this obligation, parents shall be subject to sanctions in accordance to the law. Parents also have the right and obligation according to conditions and within their abilities, to encourage further education for their children..<sup>11</sup>

**Article 28 Framework Law on Primary and Secondary Education in Bosnia and Herzegovina,** The right and obligation of parents to receive regular information, consultation and monitoring of educational progress of their children, as well as the right to monitor and evaluate the work of directors, teachers and other school personnel, and the quality of the school as a whole. Parents have the right and obligation, in the interest of their children and through their representatives on the school authorities and bodies and through their associations at all levels of decision making, participate in decision making on issues of importance for the functioning of schools and education system in general.<sup>12</sup>

The authorities responsible for organizing the educational system in the Brcko District Bosnia and Herzegovina, the Serbian Republic, the Federation Bosnia and Herzegovina and the cantons, in the accordance with the Constitution, the institutions that under current legislation in Bosnia and Herzegovina for the provision of services in the area of preschool, primary and secondary and adult education, and other professional institutions in the field of education, they are required to apply and respect the principles and norms established by law (the Framework Law on Primary and Secondary Education) and to provide education under equal conditions for all students. The principles and standards established by this Act and pursuant to this Act cannot be changed.<sup>13</sup>

Parents have the right and obligation to ensure education of their children. Parents have the right to educate their children in public or private elementary school. Private schools in terms of conditions and procedures, secure equal possibilities for admission all pupils. In exercising of their rights parents will not restrict the rights of their children to have access to and benefit from an education appropriate to their age and abilities. Their right to choose a primary school parents cannot be exercised in a manner that promotes prejudice on racial, sexual,

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<sup>11</sup> ibidem

<sup>12</sup> ib

<sup>13</sup>The revised action plan covering the educational needs of Roma, Sarajevo, 2010.

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ethnic, linguistic, religious or any other basis, and in a manner contrary to this law. Also, parents are required enroll their child in school and make sure that children regularly attend primary school during the period of mandatory education. In the case of negligence and irresponsible attitude towards this obligation, parents shall be subject to sanctions in accordance with the law. The right and obligation of parents is to receive regular information, consultation and monitoring the educational progress of their children. Parents have the right and obligation, in the interest of their children and through their representatives on the school authorities and bodies, or through their associations, to participate in decision making on issues of importance for the functioning of schools and educational systems in general. 14

**Article 112 of the Law on Primary Education** provides a fine of 200to 1000 BAM for violation if a parent does not provide that a child be enrolled in primary school, or if the child does not attend school (Article 25, paragraph 1). Unless even after the punishment executed parent fails to enroll a child in elementary school, or if the child does not attend, the sentence is repeated. 15

The role of schools and teachers in the promotion and protecting children's rights, particularly rights to education, is priceless. It is therefore essential that every teacher is fully aware of the provisions of the Convention on the Rights of the Child and that they influence daily practice. Their role and obligation to teach, the school achieved in an environment that encourages the acquisition of knowledge, which respects and supports the individuality of each pupil, his or her cultural and national identity, language and religion, in an environment that is safe, without any form of intimidation, torture, corporal punishment, insults, humiliation, degradation or harm to health, including damage caused by smoking, using drugs and other outlawed substances. School cannot make any discrimination against children on any basis of race, color, sex, language, political or other opinions, national or social origin, or because they belong to children with special needs, and any other grounds.

The school is obliged to promote equal opportunities for all students, teachers and other staff, taking into account the differences between them, and to develop partnership between schools, parents and the communities in which they live. Also, the school is obligated to the child unless a longer period of time without valid reason does not come to class, to investigate the case, contact the parents, and to talk with them. If they do not respond, the school is required on a given case, notify the relevant Social Welfare Centre, which is also investigating the case and if necessary go to court. In the event that it is difficult to neglect, educational neglect, exploitation or violence Centre for Social Welfare has the right to initiate a case at the Municipal or other competent court, but in practice this rarely happens, if it comes only to leave school without the presence of previously these elements of the offense.

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<sup>14</sup> 24 and 25 Articles of the Law on Primary Education ("Official Gazette of Canton") number: 06/04, 07/05

<sup>15</sup> <http://www.kuiptk.ba>

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One of the most important documents, which also treats the topic of education are certainly Action Plans for Roma. Thus, the Decade of Roma Inclusion "advocated increased access to quality education for Roma. Achieving this goal requires the intervention, both demand (parents and pupils demand better education), and in the offer (the state / municipality offering high quality education for all, including Roma children). Public financing, and the way these funds are distributed, are the most important tool which governments use to achieve better educational outcomes for Roma children, in terms of their major achievements and better learning. "16

The Action Plan is consistent with the provisions of the Law on the Protection of National Minorities ("Official Gazette of Bosnia and Herzegovina" No. 06/03), which stipulates that, regardless of the number of members of national minorities, the entities and cantons are obliged to ensure that members of ethnic minorities, if required, may be learning their language, literature, history and culture in the language of the minority to which they belong, as well as additional training.

The Action Plan defines the overarching objective, whose purpose is to improve access to the formal education of Roma in Bosnia and Herzegovina through addressing a number of obstacles currently faced include: practical issues, systemic issues, wider issues, while enhancing the participation of Roma communities and advocating for completely inclusion of their children into in regular education.

In developing of the Action Plan on the Educational Needs of Roma and other minorities in Bosnia and Herzegovina were included the two ministries of Bosnia and Herzegovina (B&H Ministry for Human Rights and Refugees and the Ministry of Civil Affairs), with a particular role in coordinating and monitoring activities in its implementation. The Council of Ministers adopted the Action Plan and proposed to all other levels of the executive authorities in Bosnia and Herzegovina to also accept all the facilities and standards contained in it and considers it an integral part of the Strategy for Roma, in the segment which refers to the sphere of education of the Roma national minorities in Bosnia and Herzegovina.

Besides mentioned, there are also some documents that the state of Bosnia the Herzegovina is committed to the implementation of education reforms, such as "Education Reform" was adopted in 2002 in Brussels. These documents are committed to among other things:

- Ensure that all children belonging to national minorities (especially Roma children) are appropriately included in the system of education in the whole B&H;
- to ensure that national minorities, especially Roma, are able to define their own needs, the support them in assessing what is necessary for a successful education(March 2003).;
- Develop a flexible implementation plan to include all children belonging to national minorities (especially Roma children) in the education system that addresses the problems of educational opportunities, funding for textbooks and /or transportation for the whole territory of Bosnia and Herzegovina (August 2003). ;
- Ensuring that all children have the opportunity to complete primary education;
- Collect data on enrollment in primary school completion the percentage of schools in order to determine the reasons why children of elementary school age, do not include and /or do not finish primary school in Bosnia and Herzegovina (August 2003).;

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<sup>16</sup> The revised action plan of Bosnia and Herzegovina about educational needs of Roma, Sarajevo, 2010.

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- Develop a flexible implementation plan, to ensure that all children complete primary education and in order to correct gaps in terms of youth education, such as location of schools and transportation, financing, community needs education (for example, non-formal education) (December 2003).. However, if we consider the situation today, we will find that we have not shifted much since 2002 and the situation prevailing then, unfortunately. There is no doubt that there are certain steps that seeks to affirm even the higher education of the Roma population, however, is much acclaimed performance in this respect does not exist.

## PRESENTATION OF THE OF RESULTS

Data on the number of Roma in Bosnia and Herzegovina are very contradictory. They range from about ten thousand (according to 1991 census.) up to about one hundred thousand (as claimed by some representatives of Roma associations). There are several arguments that lead to the conclusion that when the census of 1991 number of Roma was much greater than official data. This can be explained by a number of circumstances, including (in addition to their specific life style and certainly present disinterest in the act of the list) and present a very pronounced feature of the Roma population to adapt to the factual state of the environment in they live, including the acceptance of its customs, religion and language, and ethnic identification. In this, as well as in particularly difficult circumstances of war, we should seek the reason why many of the Roma in the war and until now considered themselves as members of the Bosnian people, in some cases Serbian people (not mentioning their Roma origin). Number of about 70 000 Roma in Bosnia and Herzegovina before the war could be regarded as the closest, with a substantial percentage of the population now living abroad as refugees.<sup>17</sup>

Besides the stigma with which the decades many Roma experience a series of other problems prevent them to "rise up „from the bottom of the ladder and become "equal" members of our society. Discriminatory attitudes and stigma contributes to low attendance rates of Roma children and especially girls, the population in rural areas of the entire educational process. A number of studies revealed the existence of prejudice against the Roma children, not only by children who are not of the same origins those, than non-Roma children and parents, and school staff. However, as one of the most important factors that are directly related to the very low rate of participation of Roma children into mainstream education system is poor socio-economic status families of origin, and therefore the impossibility of providing the necessary materials for their normal schooling. In addition, Roman parents feel, as well as undesirable, a marked and stigmatized in schools, which enhances their disinterest in the greater the inclusion of children in the regular school system, except where this is not absent, or the attitude that if parent did not attend school, and there is no need to child to participate in it.

### Parents and children

When it comes to general information about the survey respondents contained the following questions: to whom is interviewed, and personal data : (name, address, town municipalities and postal code, country), age, nationality, and whether the family to be tested non-displaced, refugees or immigrants.

From 151 respondents 150 are Roma and one Askal. Most of the respondents were in a group of local people and of them 94.7%, 2.6% of refugees, displaced 0.7%, 0.7% settlers and returned from some European countries 1.3%

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<sup>17</sup> <http://www.bh-hchr.org>

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TABLE 1: Ethnicity respondents

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
Valid	Roma	149	98.7	99.3
	Askal and	1	0.7	0.7
	Total	150	99.3	100.0
Missing	System	1	0.7	
	Total	151	100.0	

One of the important segments of this research is certainly the issue of the level of education of parents, and the results are more than devastating. Of the 86 responses given when it comes to the father's educational level, the results show that 22 subjects without a primary school, of them 32 have completed primary school, and only 2 respondents from the above number have completed high school. When it comes to mothers, the data are even more disturbing.

From the 120 responses given, 52 showed that the respondents have completed primary education, 33 respondents claim to have completed a few years of primary school, while only 31 women have completed primary school. We can only wonder what kind of socioeconomic status has Roma in Bosnia and Herzegovina, when only 3 of them claim to have finished high school.

TABLE 2: Education level of father

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
Valid	without school	22	14.6	25.6
	a few years of primary elementary school	29	19.2	33.7
	several grade of high school	31	20.5	36.0
	Middle school	2	1.3	2.3
	Total	86	57.0	100.0
Missing	System	65	43.0	
	Total	151	100.0	

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Table 2A: The mother education degree

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
Valid	without school	52	34.4	43.3
	a few years of primary elementary school	33	21.9	27.5
	several grade of high Middle school	31	20.5	25.8
		1	0.7	0.8
		3	2.0	2.5
	Total	120	79.5	100.0
Missing	System	31	20.5	
	Total	151	100.0	

Based on these data, we can realize the actual situation on the field, which is certainly not great. Generations that do not attach any importance to education and to consider the place of women, therefore only girls in the house, and she has no right to an independent contribution to the household budget, to be in life may very well make the deal even without the school, some the cause of very low inclusion of Roma children, especially girls in the regular education system which clearly makes a significant contribution to a number of problems that are represented in the Roma community, such as poverty, stigma, domestic violence, lack of health and social security, lack of information etc.

Further results that explore employment rates of of Roma population are directly related to the previous answers. In fact, when it comes to fathers, the unemployment rate is of the same even 90.3%, a an incredible 98.2% of mothers.

Although a certain number of respondents claims that discovering ways to ensure their family some income through self-employment, pensions, social assistance, child allowance own of Agriculture and other various sources, does not take much to us surprise that parents due to the impossibility of providing their children the necessary material for education are almost forced to have their children excluded from regular school system, although awareness of the needs of thereof.

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TABLE 3: Employment of father

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
Valid	YES	7	4.6	9.7
	NO	65	43.0	90.3
	Total	72	47.7	100.0
Missing	System	79	52.3	
	Total	151	100.0	

TABLE 3A: Employment of mother

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
Valid	YES	2	1.3	1.8
	NO	111	73.5	98.2
	Total	113	74.8	100.0
Missing	System	38	25.2	
	Total	151	100.0	

Since the survey had for the task that in addition to the attitudes and reasons for non-attendance of children a regular education insight and social status of respondents, so continue to encounter issues of this nature. Data who indicate that 82.2% of those surveyed lived on the margins of society, and that 120 respondents said that they posit their income is less than 20 Euros per person per month, indicating to us in a very difficult position of the largest national minority in Bosnia and Herzegovina.

12.3% of respondents claimed to live, but slightly below average, average 2.1% of them living and well above the average 3.4% of respondents.

When it comes to housing, we can point out the fact that 64.9% of respondents do not have children's rooms, bedrooms 51.2%, positive fact is that 97.3% of respondents have electricity, whilst the percentage of no running water, and 13% what is the situation where it is today, however, disconcerting.

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TABLE 4: Property status of family

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
Valid	significantly below average (around 20 Euros / month per household)	120	79.5	82.2
	slightly below average (about 50 Euro / per person monthly household)	18	11.9	12.3
	average (about 200 Euro / per householder month)	3	2.0	2.1
	significantly above average (real estate, car-about 300 Euro / per month)	5	3.3	3.4
	Total	146	96.7	100.0
Missing	System	5	3.3	
Total		151	100.0	

In the next part of the study questioned the attitudes of parents regarding the importance of education for their children and themselves as their children's education is important. Here we find different attitudes of parents; however, only 55.9% of those interviewed said that their child's education is important. Further, we find the most nearly similar results when it comes to positives attitudes toward education, where 41.1% of those interviewed said they believe that school is important for the education of children, 41.9% believe that school is important for literacy and learning. How in Bosnia and Herzegovina does not have customized program for Roma children, or teaching in the Romani language, nor is it in any form at all studied, a little wonder that 18.9% of respondents believe that school is important to study the Roma language.

That school is important for orientation in life, says 50.9% of respondents, and that is important for employment and earnings is considered 47% of respondents. Slightly smaller percentage than in previous thinks that school is important for the status of Roma and the communities generally were 31.8% and 34.1%.

School is important to create better opportunities in life to progress, better handling status and in life in general, is an undeniable fact, however, is often the Roma population faces with the view that schools in many ways and helps in the society gain certain privileges, obtain more rights, etc., so that in relation to the importance of this paragraph a small percentage of is declare that the same is essential, 56.8% of them. From this we conclude that the attitudes of parents greatly contributed that many Roma children remain uneducated and therefore not included in the regular social courses.

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Although we meet many talented children from the Roma population with a large capacity it is sad that many of these facilities, "fail" because they have no chance to develop, demonstrate and exploit. It is not only harmful for them alone but also for the entire community. If the law requires that all children aged 6-15 years must attend the elementary school, spent as it should, we would not be on the street, next to traffic lights, shopping center, at the junction at temperatures of +40 to -20 ° C, watched a few children that are often humiliated and harassed by passers-by, because they are "dirty," "rude" and "boring", but we may have the same children watched as the lower well, winning a contest, at its best represent us our country, or at least regularly sit in school and "not annoying" to passersby.

One of the important segments of the psychological-physically development and the formation of the child's personality is certainly the pre-school education, which is institutionalized in modern times, and it becomes an almost inevitable segment in the education of the child. Devastating fact is that a sample of the above, only one of them said that their child attended kindergarten. This fact supports the isolation and exclusion of Roma from the ordinary social trends and their deprivation of equal contribution to society and the community in general.

Table 6: Kindergarten

	frequency of responses	% percentage	% Response rate without those who have not responded to a question
Valid YES	1	0.7	0.7
NO	145	96.0	99.3
Total	146	96.7	100.0
Missing System	5	3.3	
Total	151	100.0	

When it comes to the age structure of the child respondents, we can conclude that the majority of children surveyed in the period 15-17 years and men, and when it comes to female children, the situations the same as the previously mentioned groups. Furthermore, a slightly smaller number in the age group of 12-14years for both groups, while the smallest representation of children aged 0-6 years.

73 respondents gave an answer to the question of how many children from their families attending school regularly, regardless of whether they live with them in the household or not. It is encouraging that a significant percentage or number of children who take part in mainstream education of respondents, however, female children between the ages of 10-14 years. However, at the same time a very small percentage of of the same take part in secondary education, only 4 of 149 respondents said that their children are between 15-17 years attending regular education. When it comes to male children most of of the same enrolled in regular education during the period of 7-9 years while in older age groups are slightly reduced. The mentioned situation, we can explain the fact that a significant number of male children, as soon acquires a certain "force" become bound to themselves participate in the acquisition of material income, and for these reasons and in a certain period alone or under pressure from parents, which is usually the case, excluded from school.

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One part of this research has treated the subject of special education. On the question of whether a family has children who attend regular or special education are included in a custom program in a regular school, 145 respondents gave an answer, of which 5.5% of them claim to have, while 94.5% of respondents are no children involved in any kind of special education. The next few questions are still treated the same theme. The only reason to switch to a special kind of education that lists all the respondents was the inability to complete the class.

There are many factors that helped in making this decision so that 33.3% of the total number of 6 state that it was the relatives 16.7% medical doctor first, teacher / school psychologist in the same proportion, and also that the percentage of those where no one has helped in making such decisions. Those children in special schools achieve significantly better results than the earlier claim that all respondents of 3 that gave the answer to this question.

Most of the respondents attended school regularly for one child, a little less per 2 children, only one of three subjects. In the next part of the research, where of 114 respondents, 65.8% claimed that their children miss school, examining the causes and reasons thereof.

Table 7: Absences from school

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
number of enrolled	YES	75	49.7	65.8
	NO	39	25.8	34.2
	Total	114	75.5	100.0
Number of missing responses		37	24.5	
	Total	151	100.0	

The reasons are varied and numerous, but as expected the largest number of respondents alleges that the reasons for stopping or not join a regular basis schooling, poor housing conditions (57.8%) and not to buy everything that need for school (58.5%) . Furthermore, there is a reason that is listed as important and linked to the given problem, such as, marriage (21.3%), employment and earnings (18.2%), poor grades and inability to complete the class (25, 8%), inability to cope with provocation from the other children (6%), etc. from the above we see that the problems of the Roma population "spinning in circles," and only stem from one another.

Parents because of their lack of education are not able to get a job and thus provide the adequate conditions for the education of the child, that child denies the possibility of brighter future, and therefore likely future and their families to meet with a given problem, and so does the beautiful the situation has only developed indefinitely. Some of the statistically significant results will be presented in tables.

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TABLE 8: reasons for leaving regular education (pregnancy and childbirth)

		frequency of responses	% percenta ge	% Response rate witho ut those who have not respond ed to a question
number of enrolled	This was an important reason	5	3.3	10.9
	This was not the reason	41	27.2	89.1
	Total	46	30.5	100.0
Number of missing responses		105	69.5	
Total		151	100.0	

Table 8a: reasons for leaving the regular education (Employment)

		frequency of responses	% percenta ge	% Response rate witho ut those who have not respond ed to a question
number of enrolled	This was an important reason	10	6.6	18.2
	This was a secondary reason	4	2.6	7.3
	This was not the reason	41	27.2	74.5
	Total	55	36.4	100.0
Number of missing responses		96	63.6	
Total		151	100.0	

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Table 8b: reasons for leaving the regular education (humiliation from others)

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
number of enrolled	This was an important reason	3	2.0	6.0
	This was a secondary reason	6	4.0	12.0
	This was not the reason	41	27.2	82.0
	Total	50	33.1	100.0
Number of missing responses		101	66.9	
Total		151	100.0	

The disappointing fact is that even 56.1% of 139 respondents are who gave an answer to a given question, not at all thinking about returning a child to school. The largest number of respondents felt that they would again turn to their children in regular education, can help social workers, 41% of respondents, 28.2% of respondents considered that this could be the state, 21.4% for such a thing is considered competent powerful municipality, a slightly smaller percentage of NGOs, relatives, etc.

TABLE 9: child back to school

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
number of enrolled	YES	61	40.4	43.9
	NO	78	51.7	56.1
	Total	139	92.1	100.0
Number of missing responses		12	7.9	
Total		151	100.0	

That many do not ignore the fact that many children from "unexplained" reasons leave mainstream education and that for this one not worry too much data indicates that 33.3% of 117 respondents who provided a response, argues that no one reacted to that their child has stopped coming to school a regular basis. In 47.9% cases the school is called the parents to talk to, and in 30.8% of cases to social workers has done. A somewhat smaller proportion in this respect, NGOs, is stating that in 26.5% of cases, these families' issues the rules, "some of the NGOs.

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On a similar question, which is tried to get fact what happened as a child left school, 47.1% of respondents claims that nobody asked for anything, and that on this issue are not suffered any sanctions,44.9% of respondents were invited to school them and 29% in Centre for Social Welfare.

TABLE 10: Problems for a child school leaving (no one has asked for nothing)

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
number of enrolled	no one	39	25.8	100.0
Number of missing responses		112	74.2	
Total		151	100.0	

TABLE 10a: Problems for a child school leaving (school)

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
number of enrolled	School	56	37.1	100.0
Number of missing responses		95	62.9	
Total		151	100.0	

TABLE 10b: Problems for a child school leaving (social workers)

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
number of enrolled	social workers	36	23.8	100.0
Number of missing responses		115	76.2	
Total		151	100.0	

On the basis of further data we can state that the reactions of school and the Center for social work to some extent in this regard not very timely, because 44.7% of respondents claims that the school invited 1-2 months after leaving, and even 14.5% claims that it has been even a year from the child school leaving, and that the parents were invited.

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Centre for Social Welfare mainly reacting 2-3 months after the child drop out of school, and 48.7% of parent's claims that after that time period, invited the same. Without a doubt we can state that these data indicators, which the above facts one of the key factors that can bind with a very devastating situation of the percentage of Roma children not attending school. Besides the interviews, which in many cases are not carried out, any other sanctions suffer anyone, because of this, according to the Law on Primary Education (Article 3), the obligations of every child, a citizen of Bosnia and Herzegovina, aged 6-15 years.

TABLE 11: invited to the school

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
number of enrolled	Less than 1 month	17	11.3	22.4
	1 -2 months	34	22.5	44.7
	2-3 months	10	6.6	13.2
	3-4 months	1	0.7	1.3
	4-6 months	1	0.7	1.3
	6-12 months	2	1.3	2.6
	More than 1 year	11	7.3	14.5
	Total	76	50.3	100.0
Number of missing responses		75	49.7	
Total		151	100.0	

TABLE 11a: invited to the Center for Social Work

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
number of enrolled	Less than 1 month	1	0.7	2.6
	1 -2 months	14	9.3	35.9
	2-3 months	19	12.6	48.7
	3-4 months	2	1.3	5.1
	4-6 months	1	0.7	2.6
	6-12 months	1	0.7	2.6
	More than 1 year	1	0.7	2.6
	Total	39	25.8	100.0
Number of missing responses		112	74.2	
Total		151	100.0	

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The responsibility of us all, for this problem is undeniable, however, we believe that the greatest obligation is on the authorities, which should be to make sure that the violation of the provisions adopted sanctions on the most appropriate way possible. Also, it needs to make sure that children from socially disadvantaged families provide the requirements to be able to participate equally in mainstream education and thus to contribute to reducing the rate of uneducated and illiterate population of Bosnia and Herzegovina, which is of course the general interest of us all. Certainly that is providing conditions for vulnerable families more recommendable solution because is on question of whether they are willing to pay for part-time continuing education of the child 95% of respondents claims they did not, mostly because of lack of material resources.

In the next section of the survey were carried out interviews with children, among other things, in order to compare the attitudes of children and parents on this issue. As expected, many children would like to go to school, however, have no conditions for this: they are forced to make, to take care of younger brothers and sisters, fathers do not allow them to be educated, many other reasons is that many children remain deprived of the most beautiful part of man's life, education. However, we cannot disprove fact that there are those who have voluntarily left the school because they did not want or be able to learn, because they did not "agree" with classmates, or have wanted to establish their own families their priority is to care for her, and not to go to school.

74.7% of parents agreed that their children be tested on a given topic, so that in a certain way could lead to comparisons between the responses that gave parents and those who have given children. We come across the fact that 76.4% of cases of male children to claim the child respondents do not attend school, while the percentage of female children who do not participate in regular education, 76.8%.

Sometimes, because of the isolation of Roma communities happens that children are very little or almost never know the official language, in our case, Bosnian, and when exercising any of their rights, among other things, the right to education, they face different problems. But luckily such cases are rare, so the question about the quality of knowledge of the language in which it conducted education (Bosnian), 37% of respondents said that their knowledge of the same good, 33.3% very good, a small percentage of 2.8 % claim that their knowledge is not enough either to follow the instruction and 2.8% of them claimed that the official languages of Bosnia and Herzegovina does not know and does not speak.

In the next section of the survey we can we find that the approximate measure responses of parents and children agree, and so here we see that the highest percentage of children who are absent from mainstream education from age group 15-17 years, both male and female, 82 %, or 90.6%. Some of the reasons why it was in this age group the largest number of children left education we have already quoted, some of them in the next article we will indicate where the child respondents were asked what reasons they leave school. The views of children, are very similar to the views of parents. The largest number of those interviewed said that the most important reasons for their leaving school, poor housing, and to them, 40.3%, lack of all that is needed for school 42.3%, and still lower, and other reasons such as poor grades (10%) , the pressure of parents(10.3%), marriage (16.3%), employment and earnings (17%), etc.

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Like every child, and for Roma children also is certainly the best and favorite part of training, socializing with peers. So the question, what are you most pleased the school, 50% of respondents gave an answer that they are sight up just hanging out with their peers, then the variety of content (51.1%), feeling that they know more than others (51.1%), the attitude of parents towards them (47.8%), etc. Like all other children and Roma enjoy socializing, events, learning new content. Like to contribute to improving the teaching process, to help their comrades, they feel equally valuable and useful as others.

TABLE 12: Interacting with Peers

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
number of enrolled	1	3	2.0	3.8
	3	17	11.3	21.8
	4	19	12.6	24.4
	5	39	25.8	50.0
	Total	78	51.7	100.0
Number of missing responses		73	48.3	
	Total	151	100.0	

Table 12A: The sense that I KNOW MORE THAN OTHER peers

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
number of enrolled	1	4	2.6	8.5
	2	7	4.6	14.9
	3	5	3.3	10.6
	4	23	15.2	48.9
	5	8	5.3	17.0
Number of missing responses	Total	47	31.1	100.0
		104	68.9	
Total		151	100.0	

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Table 12B: PARENT RELATIONSHIP TO ME

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
number of enrolled	1	3	2.0	6.5
	3	9	6.0	19.6
	4	12	7.9	26.1
	5	22	14.6	47.8
	Total	46	30.5	100.0
Number of missing responses		105	69.5	
	Total	151	100.0	

Harsh living conditions, neglect charge, passive witnesses to make these children remain deprived of adequate development of their personality and their intellect, for the careless child's happiness, the good life prospects and are doomed, like most of their predecessors, the collection of secondary raw materials, trade flea markets and green, the petition, and maybe even a series of inappropriate behaviors in the worst delinquent, and at a later age and criminal. Little effort of supervisors and some of our joint efforts would certainly contribute to the prevention of these series, not exactly beautiful phenomenon in our society.

Regard that a considerable number of Roma children come from families where a parent education is not just of a satisfactory level, are forced to cope alone in the process of schooling, and rarely have them who to help with their homework and learning. Such cases are not present only among the Roma population, however in addition, the school system of Bosnia and Herzegovina still is not provided opportunities that each school has a school assistant who would assist such children to be able to follow the normal teaching process adequately take part in the same .

So 87.9% of respondents said that their school has no pedagogical assistant, a small number of children stated that once a week had the help of pedagogical assistants (22.2%), sometimes these 36.4%, and 79.2% of respondents said that does not even know what a pedagogical assistant is.

Table 13: In my school there is NO PEDAGOGICAL ASSISTANT

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
number of enrolled	YES	4	2.6	12.1
	NO	29	19.2	87.9
	Total	33	21.9	100.0
Number of missing responses		118	78.1	
	Total	151	100.0	

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TABLE 13a: I DO NOT KNOW WHAT PEDAGOGICAL ASSISTANT IS

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
number of enrolled	YES	11	7.3	20.8
	NO	42	27.8	79.2
	Total	53	35.1	100.0
Number of missing responses		98	64.9	
	Total	151	100.0	

The results of the following questions point to the fact that though parents are the ones who are most strongly that children continue attending school, 46.9% of them. Also, friends and peers in this way occupy an important place; they are 14.3% and 15.2% of social workers. How the actors are in the teaching process in any way, oblivious to the problem by treating our study indicate the following information. At issue, who spoke with the child about how important it is to continue their education 50% of those interviewed said that teachers did not talk to them on a given topic. Furthermore, we find the data that says that they did homeroom only one time in school in 50%, 21.6% of respondents stated that they did teachers more time in their home or on the street, social workers / EU 24.3% of cases a Center for Social Work, and a second in 46.7% of cases, several times in their home or on the street.

Table 14: Who is it that supported you to continue SCHOOL (parents)

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
number of enrolled	Strongly Disagree	3	2.0	3.7
	Mostly disagree	8	5.3	9.9
	I cannot decide	7	4.6	8.6
	Mostly agree	25	16.6	30.9
	Strongly agree	38	25.2	46.9
	Total	81	53.6	100.0
Number of missing responses		70	46.4	
	Total	151	100.0	

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TABLE 14 A: Who is it that supported you to continue SCHOOL(teachers)

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
number of enrolled	Strongly Disagree	7	4.6	21.9
	Mostly disagree	5	3.3	15.6
	I cannot decide	8	5.3	25.0
	Mostly agree	9	6.0	28.1
	Strongly agree	3	2.0	9.4
	Total	32	21.2	100.0
Number of missing responses		119	78.8	
Total		151	100.0	

Inadequate vacant free time often leads to situations where children are seeking alternative ways of completing the same, which in most cases tend to be not very constructive. Such spending free time leads to the manifestation of various forms of inappropriate behavior, which becomes not only personal and family problems of individuals, but also of the entire community.

Consuming of psychoactive substances, begging, stealing, prostitution and other forms of a social behavior can be prevented if children provide appropriate conditions for the exercise time, and if they do not get bored and leave the area the "alternative „awareness with free time.

Provide adequate conditions for parents to be children go to school, will certainly situation in Roma communities in terms of education do much better and more promising. It is really unfortunate that children aged 13, 14 years old are already working in the dumps, collecting metal and cardboard, and thus themselves and their families provide the requirements for bare survival.

Instead of sitting in school, they spend days helping their parents in their difficult jobs, 75% of girls aged 10-12 years said that after leaving the school spends the most time helping his parents, a slightly smaller percentage, 73.7% of the same age aged 12-14 years in the same way, spending time. When it comes to boys, The results are similar, the largest percentage of spending time helping their parents, whereas the younger age group, from 7-9 and 10-12 years of hard not to do anything useful, they were 63.6% and 45.5 %. Also, we find an interesting fact that as many as 48.1% of women aged 15-17 years said that spends her time worrying about their own family.

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Table 15: Who talked to you about continuing the education

Who talked to you about why it is important to continue with the education?				
	number of enrolled	93		
	Number of missing responses	58		
	not at all	once in school	one in the center for social work	multiple time in school and center for social work
Friends - Peers	20.0% (9)	17.8% (8)	0.0% (0)	0.0% (0)
Head Teacher	25.0% (5)	50.0%(10)	0.0% (0)	10.0% (2)
teachers	50.0% (10)	25.0% (5)	5.0% (1)	5.0% (1)
pedagogue	32.1% (9)	17.9% (5)	0.0% (0)	14.3% (4)
Social workers	21.6% (8)	13.5% (5)	24.3% (9)	10.8% (4)
someone else	20.0% (6)	0.0% (0)	0.0% (0)	6.7% (2)
many times they called me to come but I did not went		Only once in my house	several times in my home or on the street	answers
	0.0% (0)	13.3% (6)	48.9% (22)	45
	5.0% (1)	0.0% (0)	10.0% (2)	20
	0.0% (0)	0.0% (0)	20.0% (4)	20
	10.7% (3)	3.6% (1)	21.4% (6)	28
	2.7% (1)	5.4% (2)	21.6% (8)	37
	0.0% (0)	26.7% (8)	46.7% (14)	30

Observing this data we come to a conclusion on a series of problems that also exist in the Roma communities, such as early marriage, juvenile pregnancy, child exploitation, trafficking, domestic violence and many others.

At first sight it may seem that these problems have nothing to do with the problem of education, which in this case we do. But if we enter into a deeper analysis we can draw a conclusion that it is actually education and non education originator of all the above mentioned problems. If a particular population does not educates remains devoid of many details knowing their rights ways to achieve knowledge of legislation developments in society and participation in mainstream social trends which of course only encourages the "flowering" of all forms of human rights violations even those basic Roma population especially children and women .

It is worrying that of 104 respondents who provided an answer to the question of whether to continue education 36.9% said they would not continue education. But is not negligible, however the fact that 63.1% of them still wants to continue with regular or part-time education.

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Table 16: Would you continue education?

		frequency of responses	% percentage	% Response rate without those who have not responded to a question
Number of enrolled responses	YES	65	43.0	63.1
	NO	38	25.2	36.9
	Total	103	68.2	100.0
Number of missing responses		48	31.8	
	Total	151	100.0	

We conclude that a significant percentage of children interested in participating in the regular education system but the circumstances in which they live do not permit it. Therefore it is for us all to take the trouble to provide these children the conditions and possibilities for a better and happier life and more beautiful brighter future.

### Institutions

When it comes to institutions of Bosnia and Herzegovina, the respondents are as follows: municipal departments of general affairs (13.3%), municipal departments of education (13.3%) Center for Social Work (66.7%) and police (6, 7%).

In the first part of the survey tried to reach the general data (personal data of respondents) as the state in which they live, national origin, functions performed by the respondent in a given institution and how long this position has.

Through the survey we tried to get the data how the institutions and their employees engaged on the issue of withdrawal of Roma children from mainstream education. We face with at the very beginning with the question which examines how the subjects included in the given problem. 16 respondents giving a response to the above-mentioned issues 88.9% only informed about it. A certain number of subjects taking part in working with parents of Roma children, their 42.9% while 62.5% of respondents participate in programs and projects dealing with improving the education of Roma children.

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Table 17: The way you deal with RAE children WITHDRAWAL FROM SCHOOL

The way you deal with RAE children WITHDRAWAL FROM SCHOOL	YES	NO	number of responses
I m only informed about it	88.9% (8)	11.1% (1)	9
I am member of the committee dealing with this	0.0% (0)	100.0% (6)	6
Direct work with parents on all matters RAE children	42.9% (3)	57.1% (4)	7
Monitors programs to improve the lives of RAE children population	0.0% (0)	100.0% (6)	6
directly implement programs to improve education for children	16.7% (1)	83.3% (5)	6
directly implement programs to improve adult education	0.0% (0)	100.0% (6)	6
directly implement programs to improve the education of RAE children	28.6% (2)	71.4% (5)	7
I participate in other programs to improve education for children	62.5% (5)	37.5% (3)	8
I participate in other programs to promote adult education	28.6% (2)	71.4% (5)	7
I participate in other programs for the improvement education of RAE children	50.0% (4)	50.0% (4)	8

When it comes to the attitudes of employees of institutions according to the terms of the causes of leaving formal education by Roma children who agreed to cooperate and fulfill the questionnaire most of them considered that the pressure of parents one of the key factors (43.8%), poor housing conditions (57.1%) and inability to obtain all required for school (50%).

Also, a significant percentage of respondents (50%) believe that one of the important reasons for leaving school and employment and earnings based on the (50%). In addition, most respondents considered that the families they come from children who leave school are poor (56.3%) have receive either regular or irregular, 50% of respondents or 46.2%.

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TABLE 18: FAMILY PROPERTY SITUATION OF CHILDREN LEAVING SCHOOL?

What is to your assessment the financial situation of RAE children who leave school?	Strongly disagree	Mostly disagree	I cannot decide	Mostly agree	Strongly agree	number of responses
poverty	6.3% (1)	12.5% (2)	0.0% (0)	56.3% (9)	25.0% (4)	16
have below average regular earnings	0.0% (0)	25.0% (3)	0.0% (0)	50.0% (6)	25.0% (3)	12
have below the average irregular earnings	30.8% (4)	15.4% (2)	0.0% (0)	46.2% (6)	7.7% (1)	13
have above average income	54.5% (6)	27.3% (3)	18.2% (2)	0.0% (0)	0.0% (0)	11
wealthy family	54.5% (6)	18.2% (2)	27.3% (3)	0.0% (0)	0.0% (0)	11

As in Bosnia Herzegovina, there are no programs that are conducted in the Romani language, most respondents giving a response to such programs here and there, almost 100% of them, and the same is the case with the issue addressed the theme of existence pedagogical assistants to help for Roma children also.

On the question of the representation of a program that involves working with parents of children who leave the regular education within the institutions in which participants perform certain functions we can conclude that almost none of them have such programs, because we find the following answers: there is no such program is generally agreed them, 62.5% it did not work in their jurisdiction strongly agree 25% of them. Also when it comes to programs that involve working with Roma children in terms of promotion of tolerance and nonviolence there is no such program generally agree 42.9% of respondents it did not work in their jurisdiction 44.4%, while only 10% of respondents claims it is to implement such a program.

Making an insight into these results we can notice that one of the causes of the problems treated in this study, i.e. the problem of Roma children drop out of regular schooling is that nobody believes that the problem is their authority, or culpability. No one believes it is necessary to do anything about it because it's the job of someone else. We believe it is the final time to change opinions we start to take part in solving problems that guilt and responsibility of us all.

It is devastating the fact that 77.8% of respondents claimed that there were no records on the number of Roma children who drop out of school, and 72.7% of respondents believe that it does not work in their jurisdiction, and if they keep records in a number of cases (83.3%) were not available to the public.

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Only 55.6% of respondents believe that they are obliged to react if they school reports a case or only the percentage of respondent's to the description of their duties and responsibilities. 50% of respondents are required to investigate the case and examine the parents, and the same percentage of respondents believes that they are bound to follow what happened next with a child.

Table 19: RECORDS OF LEAVING schooling for Roma children

The existence of records pertaining to the occurrence of Roma children drop out of school, in your organization / institution?	YES	NO	number of responses
we have no any records of children who drop out of school	63.6% (7)	36.4% (4)	11
we have no records of the Roma children who drop out of school	77.8% (7)	22.2% (2)	9
we have record of the total number of children who are abandoned education	25.0% (2)	75.0% (6)	8
we have records but not for Roma children, do not set aside by ethnicity	25.0% (2)	75.0% (6)	8
This is not work in our jurisdiction	72.7% (8)	27.3% (3)	11

Taking into account the legal regulations, we believe that it is necessary that institutions deal with a little more to their obligations towards them, and in this context in relation to children whose future depends on whether we do our job and do what got us under the Federation Law follows.

Referring to the recommendations contained in the questionnaire gave respondents; we can conclude that they are almost equal for all. The recommendations were related to parents, schools, relevant authorities, Centre for Social Welfare and other relevant actors in this process. Of the 10 recommendations given to parents 8 refers to the fact that children were enrolled in school and support them in doing so. When it comes to other recommendations, relating to programs that may be implemented in institutions and other issues that were supposed to be that descriptive response, several respondents did not provide the same, so we referred to these recommendations and the responses made only a general conclusion.

Most respondents considered that the assistance of pedagogical assistant for Roma children been of great benefit, in that the better quality of the teaching process, however, obstacles to the involvement of experts is the lack of funding, poor cooperation among all stakeholders of the educational process, "incompetence of staff" and not knowing the language (Roma) as well as the disinterest of children.

As expected, representatives of institutions "blame" parents for lightly give up on education of their children, because the "draw" on poverty, because they are not interested in cooperation. Stigmatization, discrimination and intolerance have already mentioned, however, considering that it is closely related to the problem that we deal with in this research, the questionnaires should permeate all issues related to that topic.

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So, the positive fact that a number of institutions, schools and NGOs implemented programs through their facilities to improve tolerance between the different, and reduce the rate of discrimination and stigmatization and its negative effects minimized. The programs include a substantial number of children and are carried out for many years (in some institutions in the last 5 years).

But it's a little disappointing that representative of the institutions are not familiar with the legislation dealing with a given problem. As noted in the earlier article the law provides penalties that follow their parents, guardians, or a third person who takes care of the child in the event that children abandon schooling and surprising findings that examined the problem of abandonment of formal education in the legal rules and sanctions, or in the education system? We can conclude that the problem is not legislation, nor the sanctions and the existence or lack of same, but the problem is the lack of implementation of the given laws and sanctions, and the negligence of the authorities towards this problem. As the early results showed, the school and the Center for Social Work do the informative talks and for further action nobody is ready.

Not include the police, the judicial authorities or anyone else who might in some ways be able to punish the parents or guardians, because the child denied basic human rights. Of course, a major role in all this game and schools and teaching staff and of the respondents recommended that it makes no discrimination among children, the reported problem on time and to talk with children.

One of the significant recommendations being addressed to the authorities is to provide free education, that children are free share textbooks and school supplies. This recommendation we have selected, because we are aware that, unfortunately, even those with average household budgets hard to ensure to children everything they need to be worthy of the "normal" monitor school classes. We cannot expect children to come to school hungry, inadequately clothed, without accessories and books to be active and successful participant in the teaching process.

We cannot expect that children with a joy come to school if they are humiliated and ridiculed by other children, if they are underestimated by teachers, and if are not supported by parents. Therefore, it is necessary to provide adequate conditions for all fields, in order to have the potential to resolve the problem or reduce to a minimum.

### **Schools**

When it comes to schools that were included in the regional project „Research in the areas of political participation of Roma women and the education of Roma children", the structure of subjects is as follows: teachers (I-IV grade) (23.1%), teachers (7.7%), pedagogues(30.8% ), managers (30.8%), special education (7.7%). as in the earlier sectional studies, in the introductory part, questions about personal data, national origin, role, school, etc.

In the next part of the research are treated the issues of participation in school programs to improve education for Roma children, and dealing with the topic of Roma children drop out of school. So we face the fact that 87.5% of respondents (8), only informed about it.53.8% of respondents directly deals with this theme, 40% participate in other programs to improve education for children from the Roma population, while a substantial number of employees it does not address a given topic, or show some interest in it.

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Table 20: How you deal with the issue of research

The way how you deal with giving up of Roma children from schooling?	YES	NO	Number of responses
I only informed about it	87.5% (7)	12.5% (1)	8
member of board that deals with the this	0.0% (0)	100.0% (8)	8
direct work with parents on all matters RAE children	53.8% (7)	46.2% (6)	13
Monitors programs to improve the lives of RAE population	0.0% (0)	100.0% (7)	7
directly implement programs for improving education of children	53.8% (7)	46.2% (6)	13
directly implement programs for improving adult education	11.1% (1)	88.9% (8)	9
directly implement programs for improving education of RAE children	20.0% (2)	80.0% (8)	10
I participate in other programs for improving education of children	40.0% (4)	60.0% (6)	10
I participate in other programs for improving adult education	11.1% (1)	88.9% (8)	9
I participate in other programs for improving education of RAE children	40.0% (4)	60.0% (6)	10

As in previous segments of the research, most respondents in this category (60%) agree that the most common reasons for Roma children withdrawal from education, poor housing. Important causes of this phenomenon considered by school staff and pressure parents (33.3% +33.3%), pregnancy and childbirth (21.4%), employment and income (42.9%), the fact that children are not helping around the task (33.3%), and also that their parents are not forcing enough to school (20 or 40%). Also, regarding the financial status of families they come the children who leave school; similar attitudes as with its predecessor.53.3% and 54.5% of respondents believe that these families have the fol-regular and irregular incomes.

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TABLE 21: FAMILY PROPERTY SITUATION OF CHILDREN LEAVING SCHOOL

What is your assessment of the financial status of RAE children who leave school?	Strongly disagree	Mostly disagree	I cannot decide	Mostly agree	Strongly agree
poverty	6.7% (1)	6.7% (1)	6.7% (1)	40.0% (6)	40.0% (6)
have below the average irregular income	6.7% (1)	13.3% (2)	0.0% (0)	53.3% (8)	26.7% (4)
have below the average irregular income	9.1% (1)	0.0% (0)	9.1% (1)	54.5% (6)	27.3% (3)
have above average income	38.5% (5)	38.5% (5)	23.1% (3)	0.0% (0)	0.0% (0)
wealthy family	50.0% (7)	35.7% (5)	14.3% (2)	0.0% (0)	0.0% (0)

When it comes to programs that are conducted in the native language of the Roma children, 73.3% those interviewed said that the BH schools do not have such programs, or that in their school, such programs are not implemented. Also, one of the facts indicating the disregard of the school system to children who are not competent to be the best way to fit into the regular school system, and who need a little help to seamlessly operating in the same, the lack of pedagogical assistants to help Roma children, which claims 92.9% of respondents. Also, a significant number those interviewed said that there is not any form of work with parents of children who give up on formal education (61.5%). A smaller percentage (38.5%) claimed to have certain programs that are implemented in their work. 50% of respondents said that their schools implement programs to enhance tolerance and nonviolence among children, which can be considered the positive fact.

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TABELA 22: PROGRAMS THAT HELP RAE CHILDREN IN TEACHING PROCESS

The existence of the program, assistants to help RAE children in the education process in schools with RAE children dropping from schooling?	YES	NO	Number of responses
no pedagogical assistants for the inclusion of RAE children in schools	92.9% (13)	7.1% (1)	14
no pedagogical assistants for the inclusion of RAE children in schools which has less than 10% of RAE children	100.0% (13)	0.0% (0)	13
we have pedagogical assistants for the inclusion of RAE children in schools which has more than 10% of RAE children	0.0% (0)	100.0% (13)	13
pedagogical assistants for the inclusion of RAE children we introduction to school	0.0% (0)	100.0% (11)	11

TABLE 23: PROGRAMS FOR THE IMPROVEMENT OF TOLERANCE AMONG CHILDREN

The existence of the program in your organization, aimed at working with peers to advancing tolerance, non-peer violence?	Strongly disagree	Mostly disagree	I cannot decide	Mostly agree	Strongly agree
not such programs at all in schools	78.6% (11)	7.1% (1)	7.1% (1)	7.1% (1)	0.0% (0)
it is not work in our jurisdiction	71.4% (10)	21.4% (3)	0.0% (0)	7.1% (1)	0.0% (0)
we think on the introduction of similar programs	7.7% (1)	30.8% (4)	7.7% (1)	38.5% (5)	15.4% (2)
running such a program	0.0% (0)	7.1% (1)	0.0% (0)	42.9% (6)	50.0% (7)
it works someone else and we are only approve it	71.4% (10)	14.3% (2)	14.3% (2)	0.0% (0)	0.0% (0)

When it comes to the existence of records on the Roma children who leave school 64.3% of respondents claim to have such records, and 35.7% of respondents claimed to have evidence but that children are not separated by ethnicity. 50% those interviewed said that their records are available to the public, and 50% said they forwarded the information authorities and the Ministry of Education and the needs of the Centre for Social Work.

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According to respondents school duty in case of leaving from the same of the child, is to investigate and interview the parents (72.7%) and to report the case the Social Work Centre (69.2%).

Similarly, respondents from the previous groups, and representatives of schools who took part in the survey did not answer some questions. But the question that they gave their answers and suggestions, mainly everyone has equal thoughts and experiences.

So when it comes to the obstacles they face in working with Roma children, emphasize to be one of the major problems indifference of parents to cooperate with schools and teachers, while when it comes to cooperation with relevant stakeholders is divided. So, some believe that cooperation is satisfactory and they have such experience, while other respondents felt that cooperation was poor and that the key problem is lack of cooperation of all actors in the teaching process and of course, the lack of financial resources.

Furthermore, when it comes to programs that are implemented in order to reduce discrimination and increase tolerance and respect for diversity, the majority of respondents claimed that such programs for 3 years continuously being implemented in their schools. Also, all of which implement it, to make the level of the whole school, and some schools are doing it as part of regular activities, while particular number, or the three respondents to the project which is funded by the Ministry of Education, Science, Culture and Ministry for Work and social Policy. Achievements of the program are considered, the acceptance of Roma children, children with special needs and children who are otherwise labeled by peers, foster tolerance among children and respect for and appreciation of diversity. When it comes to obstacles encountered when implementing the procedures prescribed by law in case of non-attendance of compulsory schooling, or leaving the same, first as the biggest obstacles, lack of cooperation between parents, like most other respondents from other groups.

### **Non-governmental organizations (NGOs)**

When it comes to the percentage of non-governmental organizations participating in research: local Roma NGO 16.7% , NGOs dealing with human rights - 33.3% and local NGOs dealing with education in general 50%. General statements that are required when interviewing representatives of NGOs are the same as in previous studies (personal data, ethnicity, gender, age, the function it performs in a given organization)

66.6% respondents to the question of how the organization takes part in the treated subject, gives an answer that they are only informed about it. 66.7% from total of 3 subjects, many of them gave an answer to the question of whether working with Roma children on any basis, claims to work with Roma children, but not in terms from withdrawal them formal education. 75% of the total number of respondents, 4, how many of them gave an answer to the question, whether directly implement programs to improve education for Roma children, claims that such programs are implemented in their practice. A certain number of subjects taking part in such programs, but they do not directly enforce.

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TABLE 24

The way how you or your organization or you do with giving up of the Roma (RAE children) children from schooling?	YES	NO	Number of answers
I only informed about it	66.7% (2)	33.3% (1)	3
I am member of the committee dealing with this at school and other places at the local level	0.0% (0)	100.0% (2)	2
I am member of the committee dealing with this at school and other places on a national level	0.0% (0)	100.0% (1)	1
We work with the Roma (RAE children) population in other respects, we are not deal with abandoning the idea of RAE children from school	66.7% (2)	33.3% (1)	3
directly working on the withdrawal of RAE children from school	0.0% (0)	100.0% (1)	1
Directly implements programs for improving education of RAE children and other children	75.0% (3)	25.0% (1)	4
Directly implements programs for improving education only of RAE children	0.0% (0)	100.0% (1)	1
Directly implements programs for improving adult education the RAE	66.7% (2)	33.3% (1)	3
Participate in other programs for improving of education the RAE children and other children	100.0% (6)	0.0% (0)	6
Participate in other programs for improving education only the RAE children	100.0% (3)	0.0% (0)	3
I participate in the other programs for improving adult education of RAE	100.0% (3)	0.0% (0)	3

As expected, the NGO representatives believe that the most common reasons for leaving the regular schooling of Roma children, poor housing, and inability to buy everything they need for school (50%), marriage (66.7%), and influence of peers (42.9%), parents were not enough forcing them to go in school (57.1%), etc. Of course that they too believe that are the families whose children are not included in the regular education system is poor (50%), have fol regular income (42.9%) or irregular (40%).

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TABELA 25

What is your assessment of the financial status the Roma, Ashkali and Egyptian children who leave school?	Strongly disagree	Mostly disagree	I cannot decide	Mostly agree	Strongly agree
poverty	0.0% (0)	16.7% (1)	0.0% (0)	33.3% (2)	50.0% (3)
have below the average irregular income	0.0% (0)	14.3% (1)	14.3% (1)	28.6% (2)	42.9% (3)
have below the average irregular income	0.0% (0)	0.0% (0)	20.0% (1)	20.0% (1)	40.0% (2)
have above average income	50.0% (2)	25.0% (1)	25.0% (1)	0.0% (0)	0.0% (0)
wealthy family	40.0% (2)	20.0% (1)	40.0% (2)	0.0% (0)	0.0% (0)

That there is no program that is customized to Roma children is considered 85.7% of respondents, while smaller percentage respondents considered that some of these types of programs being introduced in school (16.7%)

One of the data suggests that some non-governmental organizations cannot get permission to work in schools with regard to problems of Roma children withdrawal from schooling, out of 4 respondents how many of them gave an answer to this question, 50% of them are largely agrees with the given statement. 40% of people claim to have programs that work to improve education for Roma children, while 25% considered that isn't work in their jurisdiction.

Small number of respondents in this category keeps track of children who give up on school, just one respondent, and the same number claimed to have evidence that is not separated by category, ethnicity, and one of them claims to have evidence that the water are available to the public. As NGOs are not in the jurisdiction to enforce any penalties for this kind of violation of children's rights denied regular schooling, a small percentage reported to authorities or any other for that case the relevant institutions.

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TABELA 26

The existence of evidence concerning the appearance of of RAE children withdrawal from school?	Strongly disagree	Mostly disagree	I cannot decide	Mostly agree	Strongly agree
There is evidence of children who give up on school	40.0% (2)	20.0% (1)	20.0% (1)	0.0% (0)	20.0% (1)
There is evidence of RAE children who give up on school,	60.0% (3)	20.0% (1)	20.0% (1)	0.0% (0)	0.0% (0)
There is evidence of the total number of children who drop out of school	40.0% (2)	20.0% (1)	0.0% (0)	20.0% (1)	20.0% (1)
There is evidence but not for of RAE children, not deal with separated by ethnicity	0.0% (0)	25.0% (1)	25.0% (1)	25.0% (1)	25.0% (1)
We do not know because it's not a job that is in our jurisdiction	0.0% (0)	25.0% (1)	50.0% (2)	0.0% (0)	25.0% (1)

As previously examined, and representatives of NGOs recommended to parents persist in the education of their children and to be more involved in the same, while teachers recommended more cooperation with children, that they just "are treated" as well as all other children, and to perform consultation with a Commission for inclusion of Roma children. Centers for Social Work recommended greater cooperation and collaboration with other organizations to become more involved in solving this problem. The general conclusion would be, or recommend to all to make sure that do their work properly, well and on time, respecting the rights and obligations of all actors of the process in which they participate.

## CLOSING CONSIDERATIONS

Convention on the Rights of the Child, signed by the Bosnia and Herzegovina among others, says:

"Children have a right to be with his family and those who will take the best care for them.

Children have the right to sufficient food and clean water.

Children have a right to a life standard.

Children have the right to health care.

Children are entitled to free education.

Children have a right to be safe and not be violated or ignored; "18

Education is one of the key mechanisms that contribute to the improvement of socio-economic status of Roma population. Fact, education, The Roma is qualified to perform a specific job, become competitors in the market and thus acquires the possibility of employment. The Roma who are employed, however, earn for his own family, but also the entire community and reducing poverty which are often exposed.

Action Plan on the Educational Needs of Roma and ethnic minorities in 2004. Was originally defined by the following goals:

- promoting systemic change that will lead to meeting the educational needs of Roma
- the removal of financial and administrative barriers to enrollment and attendance of Roma children
- preservation of Roma identity, language and culture
- Raising awareness of the support and participation of parents of Roma children and their communities in conjunction with educational process
- Increase the representation of Roma teaching staff and increase the level of understanding of non-Roma teachers in terms of the needs of Roma pupils
- Inclusion of the history, culture and literature of ethnic minorities into mainstream teaching plans and programs.<sup>19</sup>

Looking the aforementioned would think that we are unnecessary doing research that has been treated above. However, analyzing this statement and the actual situation on the ground that the data specified above, you will find the lack of correlation between each other's data. If we compare the results start the exploration and general objectives of the Action Plan of Education, we can without hesitation say that particular period of seven years, and neither goal is largely achieved.

Of course, that a period of seven years is not enough that the problems of this nature is fully resolved, however, is still a significant number of Roma children do not attend primary school, to keep most of the Roma population of B&H live at the margins, that does not even consider the possibility introduction of Roma language in school, or anything else from the Roma tradition and culture, the overwhelming fact. The fact that many Roma children want to go to school, to be equally complicit in all social events tailored to their age, to would like to have a better life and future, and not able to realize a fact that should animate the mere theorizing efforts to improve their living standards into practice.

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<sup>18</sup> Convention on the Rights of the Child, available at: [www.ombudsmen.gov.ba](http://www.ombudsmen.gov.ba)

<sup>19</sup> RIC-KALI SARA, 2011. Report on the Implementation of the Action plan for Roma in employment, housing and health care, Sarajevo

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The information gathered through research supports the hypothesis that the unemployment rate among Roma is very large, and expressed as a percentage figure even reaches 90%. Either way, the Roma find temporary jobs through public works and come up with some income by working in the shadow economy, mostly by collecting secondary raw materials. Roma, as the reason for unemployment, often if not always, according to their ethnicity, as another reason for the difficult economic situation in the country and ultimately, their educational and professional qualifications which they see as insufficient, as the third reason.

In addition to labor market discrimination, there is another aspect that makes it harder for Roma employment, and to the competition. In light of the new market economy, the competition becomes very sharp and employers are not willing to take any risks, and thus employ workers with the highest educational level and the best qualifications. In order to prevent further marginalization of the Roma to be due to the fact that they provide the opportunity to have their children participate in regular education and to utilize all available resources that help children keep the same in the regular school system.

Faced with a alarming situation, even 2004th in the sphere of education of the Roma national minority in B&H, the B&H authorities have been at the instigation of the Roma Council of Ministers and the B&H Roma Council, under the auspices of, mediation and financial support of the OSCE Mission in B&H, in early 2004 was drafted, adopted and show the whole important document called the Action Plan on the Educational Needs of Roma and other national minorities in Bosnia and Herzegovina. This plan contains all the relevant and responsible actors in the process of meeting the educational needs of Roma, and these are, first of all, Entity Ministries of Education or the Education and Culture, and cantonal ministries and authorities at local level, including the appropriate Department of Education in Government of the Brcko District of B&H, as well as some professional institutions and entities, such as the Standards in evaluating in education sector, educational institutes etc..<sup>20</sup>

The problem of lack of education of Roma is not the only problem facing our country. However, it is no less important because it is one of a series. On the contrary, if we consider the consequences of the same, we will notice that it is of utmost importance that the more you stand on the field to resolve this problem. There is no doubt those recent years made some progress, but it is not enough. It is essential that all those who have committed a series of documents mentioned above, perform its obligations. Jurisdiction is the schools, centers for social work, courts and police to also perform their own work, which often are ignored in this regard.

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<sup>20</sup> Bosnia and Herzegovina Strategy for Roma, available at :[www.ombudsmen.gov.ba](http://www.ombudsmen.gov.ba)

"The gender dimension of the causes withdrawal the ROMA children of mandatory education in the region"-B&H

Data obtained by the project "Research in the areas of political participation of Roma women and the education of Roma children, „pointed out the problem of poor cooperation among institutions, the competent authorities of negligence, lack of interest of parents /guardians, poverty, early marriage, pregnancy and birth children, discrimination, exploitation children and minors, all forms of violence, lack of pedagogical assistants and other conditions necessary to the educational process is taking place properly and the desired level, and several other problems for many years followed the Roma population of Bosnia and Herzegovina. Arguments and the results obtained directly on the ground, saying the legal documents on the responsibility of us all to a given problem, we call on relevant institutions, as well as all other relevant actors with regard to this subject matter to comply with its obligations and contributing to, among other things, the Bosnian-Herzegovinian society removed from the top of the world scale, when it comes to (not) literacy and (un) educated population.

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**Udruženje žena Romkinja „Bolja budućnost“**

**Meše Selimovića 85**

**75.000 Tuzla, Bosna i Hercegovina**

**Tel/fax: +387 35 286 441**

**Mobile: +387 61 739 740**

**E-mail: uzrbb@yahoo.com**

**E-mail 2: uzbb@hotmail.com**

**Web : [www.bolja-buducnost.com.ba](http://www.bolja-buducnost.com.ba)**

