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## Socio-Educational Intervention Programs for Better Inclusion of Minority Groups

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**Abstract.** *The aim of the research was to facilitate access to education for children from the Roma community by providing social and educational services to reduce gaps and reduce the risk of school dropout. On the other hand, to provide advice and guidance to parents and the community to ensure school success of Roma children. Applied strategy aimed at increasing student performance through various methods such as : differentiated approach to learning (adapted curriculum, assessment differentiated), child development and growth of autonomy and its social participation, promoting its social acceptance. Working tools used in the research were social inquiry, observation and record individual student intervention plan customized psychological tests etc. Research findings revealed the need for active and participative methodologies to improve adjustment difficulties, preventing and combating school failure, valuing children's progress in both the cognitive and especially on attitudes and behavior in order to stimulate learning motivation and improve self-image thereof. However, parents and the whole community must be involved in providing a qualitative educational process.*

**Keywords:** social action, socialization, social and educational counseling, assessment, intervention program

### Introduction

Roma children represent one of the most disadvantaged groups of children and need more support to overcome the situation in which they are. The poverty and the shortcomings of the Roma families, prejudices that persist in the mind of the population, inertia of Roma parents face to the prospects of education that they offer to the child, all contribute to the marginalization of Roma children, to the restriction of access to equal opportunities to all children. Member States of the European Union, including Romania, consider that "The right to education is one of the fundamental rights (art. 26) (1), according to the United Nations Declaration of Human Rights (1948)." This represents an essential way to prevent the risk of poverty and social exclusion, and an important way to support the social inclusion of the vulnerable groups.

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The poor material and financial conditions – the poverty of the families from which these children come, mentality of the parents or custodians looking the attendance of the kindergarten, lack of the common transportation, the fact that some children are given by parents in the care of grandparents, whose state of health and age prevents them from going with the child to kindergarten, lack of appropriate ambience to educational process (buildings unfit, inadequate furniture, lack of basic utilities) are the causes of non-participation in education of Roma children. Dropouts are encountered most often among disadvantaged groups and they are caused by poverty and marginalization of the collateral costs involved in education, even if it is free.

Other reasons for the low enrollment ratio and the high school dropout is that Roma children are: isolated Roma communities with difficult access routes to school, low economic development in areas with high concentration of Roma and precarious financial situation in many Roma families, large numbers of Roma children used as labor force, lack of trust of Roma families in education, lack of education of Roma parents in most cases, unqualified teachers in Roma communities and Roma-majority schools (Ciurea et al., 2000, 57).

Factors influencing children's school success and individual characteristics are related. Unlike socio-familial and educational factors whose action on school success is one of the external type, individual characteristics are a result of the interaction between internal determinations type (hereditary) and other categories of factors. Research has shown that students' individual characteristics are the main determinants of success or category of school failure. Cannot speak about their action outside the social, family and educational environment that will influence the psycho-intellectual development of children. In the category of individual conducive to the child's educational success can include: "physical health, psychological and intellectual development characteristics, child's self esteem, attitude toward knowledge in general, or to the school (trust in education and school), optimism and adaptation" (Hărăguș, Dămean and Roth, 2009, 30).

Representations about the Roma, which are based on prejudice and stereotypes surrounding populations, are of prime importance because these representations determine attitudes and behaviors. Most times, they are the only source of information that links the social environment surrounding Roma. Over the centuries, a whole set of images was constructed and developed, crystallizing collective stereotypes and forming a reservoir of ideas more or less fixed in memory. It promotes rejection or assimilation; these representations act as a background of arguments and justifications for actions. In fact, the Roma are rarely defined but more likely perceived as it should be to justify the policies and behaviors of others towards them. In Romania there is a significant percentage of Roma currently integrated at least in legal and formal terms. Most are well-integrated members of the intellectual and economic elite, and those with average levels of training or modern professions. However, "access to education remains problematic for children belonging to national minorities" (Dobrică and Jderu, 2005).

The education system has suffered since 1990 important changes, which led to a reconsideration of the content and methods of teaching. However, the reform process was accompanied by chronic phenomena that affected the quality of education. The main problems of the reform have remained under-funding, differences in the quality of education in cities and villages, unequal access to education for certain social categories.

Thus, at the level of the country, currently only 20% of Roma children attend kindergarten to prepare for school, 20% are not enrolled in any form of education, 30% leave school before completing secondary school and approximately 50% are illiterate or semi-illiterate (Zamfir and Zamfir, 1993). A report level ANPDC (2007) shows that participation in pre-school education in 2002 was four times lower for Roma than for the general population. At the elementary and secondary level, participation of Roma students was 25%, and 30% lower



than for the overall population. In addition to the high rate of non-attendance, there is a significant polarization of the quality of education offered. "In schools with Roma children along with other poor children, there is a lower level in terms of quality of the teaching and learning and repeating rate was almost three times higher than for the whole education system" (Iovu, 2009, 53).

Access to education for children from poor families is an issue – such as education and socio-economic, ie, the causes of these kids' access to education are also related to dysfunction of the education system and issues socioeconomic, from the impossibility of providing food to school daily, clothing and footwear etc. In its turn, the school does not have its own funds to support children and families differentiated. The school participation of Roma children (Stama, 2005, 38) lists some administrative policies, such as, "monitoring the quality of education in schools with a high number of Roma pupils by using internationally accepted standards evaluation, student assessment and international curriculum standards based on their personal development, assessing the situation literacy classes at the fourth and eighth, increasing access of Roma children to alternative forms of education, such as distance education, part-time education, literacy at home".

Therefore, it is imperative to involve associations, NGOs in collaboration with local authorities, the county school inspectorates and various educational units that develop projects and educational programs for school integration of Roma children and can help support those families going through social crisis, face various social problems, but also to adapt their rules are part of the community, due to lack of education" (Pop et al., 2009, 237).

In this regard, the project Dinu Patriciu Foundation, *Education Worth* came in support of children from socially disadvantaged families from the Roma community through socio-educational projects, so that school failure of these children be reduced. For these children and their families, DP Foundation in collaboration with CJRAE Argeș, the school board, based on a partnership has developed, from October 2009 until June 2010, school intervention program and social assistance, educational materials for families and students involved in the project. Socio-educational project beneficiaries were primary school students *Malu Vanat*, Argeș, a Roma community. The program offered was a complementary educational activities offered by the school. The objectives of the project socio-educational *After School*, school accompaniment, were: support of 30 students in their efforts to recover the educational gaps, the gap of knowledge from their classmates, reducing the risk of dropping out; socialization of children in extracurricular activities, recreation, improving child-family-school relationship (through social and educational counseling to families and organized meetings with parents to develop parenting skills), improving the living standards of families (by offering monthly packages of minimum subsistence income families containing food, sanitary and cleanliness, school supplies and providing daily hot meals for all children and participants in activities for remedial education).

### **Socio-educational intervention program : Activities that led to the achievement**

In order to reduce dropout, a number of measures have been taken, including alternative forms of training and implementation of educational intervention programs. These have resulted in the establishment of a diversified range of activities. The actual content of the draft activities understand what is actually achieved in daily practice. Because these activities are very different, we must distinguish between action and strategy, where the measures

are general activities offered by the project, such as education (for project review), rehabilitation services, employment etc. "Strategies are features of projects that can be independent of the type of measures, such as community involvement, reduce discrimination, advocacy, etc." (Alexiu, 2009, 55).

The socio-educational intervention program was meant to develop and implement projects to expand the participation of minority and disadvantaged children in joint activities with other children, parents moral support and access to information to prevent and eliminate absenteeism and dropouts. Complex activities aimed at facilitating the access to education of Roma children in the community chosen were :

**1. Recovery activities of educational gaps :** frequent monitoring students' psychological and pedagogical support for homework, learning and acquisition of rules of conduct in society vocabulary. All these activities were conducted in the *After School* program, under the guidance of two teachers who in turn were counseled (by the multidisciplinary team) on a differentiated approach to the curriculum and pupils based on intellectual abilities and specific conditions of each and have played an important role in providing a much ambient climate and attractive teaching material through activities shapely instructive, simple and catchy. Along with helping students with their homework and recovery gaps, they completed worksheets individual customized by age and discipline of study, taking into account the degree of physical and mental development of children. Students received explanations and guidance on individual work, according to necessities. For the efficient conduct of this program, was provided necessary teaching material (notebooks, pencils, pens, paper, copying, reading books, special books, dictionaries, encyclopedias, etc.). Also, a preparatory group for children aged 6-7 years old (who are not enrolled in kindergarten because their parents lack funds materials and racial discrimination in what concerns the Roma children) was set. These activities are for the benefit of each pupil ; they included meetings and providing support for primary school education involved. Tried finding optimal solutions to remedy the situation in teaching students and undesirable behavior of some of them.

**2. Social and educational counseling families,** as effective ways to increase their interest in education, and thus to increase school attendance of children, while social surveys conducted in various forms : information, advice and support for families in need. A major role in achieving the goals they had, for the social workers who were in contact with the families of children, was played by the regular visits to their homes. During these visits was pursued social and educational counseling to the family awareness of the problems in the educational process of children and improve child-family-school connection. Families were constantly informed regarding the school situation of children and were counseled to accept a cooperative relationship with the school, which required time and perseverance and did not always lead to results. "At school ages help from family is centered in school guidance and control" (Constantinescu, 2008, 118). This has emphasized the role of the parents in the educational process : monitoring homework, providing the time required, ensuring optimum environment, providing educational resources needed to prepare lessons and involvement in school tasks by children.

Each child enrolled in the project "After School" was issued a single file which includes the following instruments : social investigation, report cards, student's individual file, initial assessment, interim and final graphs to monitor the situation in teaching student personalized intervention plan, agreement with parents or legal guardians of the children, the contract



for the provision of social services, individual questionnaire (applied to parents / legal guardians) on the socio-educational support activities.

### **3. Extracurricular activities, leisure pool type**

To extracurricular activities are given generally strong educational values, they constitute alternative forms of organization classical lesson in which to tackle new topics and can organize new types of activities with students. Extra-curricular activities for Roma children or that involve them, together with copies of other ethnicities, is an effective way to ensure intercultural education, to attract and involve school children and their parents. One of the ideas behind the project, with the participation in education of Roma children, was that, in order to secure information and knowledge through teaching, pupils should be removed from the classroom and set in different real life situations in which civic education acquired by the act takes on new meanings applied in real situations.

We conducted a series of activities such as: Celebrating 8th of March "For your birthday, dear Mommy" – making greeting cards for mothers of children and support a program of songs and poems dedicated mother – making cards and items Christmas ornaments and Easter Holidays Easter; celebration "Christmas evening" Concert of carols and reciting of poems, Celebration June 1st – day International Child's Drawings, etc. Involving children in recreational games and educational games has led to better socialize them.

Organizing extracurricular activities was positively appreciated by children and parents. Even if at first some of the parents expressed some reserve they have realized their importance for the integration of children in the school. Many have said that these events are only opportunities for children to get out in the community to see other places, to have other educational experiences than those of the school. Teachers think that extracurricular activities are opportunities for better socialization of children and their achievement of intercultural education and to capitalize on other skills than those required in the lessons (eg artistic talent of Roma children).

The participation of Roma children in these activities results in improved relationships with other children, therefore, is the importance of organizing such activities and the need to involve Roma children within them. Students received through the Foundation of a recreational leisure activities (trips to the zoo, planetarium, parks, playgrounds, puppet shows) in Pitești. These have been very helpful in the context of socializing children participating. Trips were favorable opportunities for the development of group communication for children and enrich their general knowledge.

**4. Providing hot meals to the student during the social project** – well received and with a great impact on students' academic success. Also, the Foundation has provided to all students enrolled in the project, clothing, shoes and hygiene products and a professional team initiated a campaign to collect toys and a Foundation provided students with Christmas gifts. Giving the hot meal was very helpful for children because few parents of the students to ensure the child beneficiaries afford a rich lunch.

**5. Monthly package of food, cleaning and sanitary department** within the budget provided those families of students in difficulty. In our attempt to support children from socially disadvantaged families, we have intervened by providing supplies and materials needed throughout the school year.

**6. Meetings with parents to develop parenting skills and strengthening child-family-school relations:** the regular meetings to discuss, analyze and try to solve problems in every family, both in terms of children's education and relationship child-family-school. The conversations with teachers have highlighted a number of issues related to the reasons that led to intervention programs support school success, problems in the educational process and student learning difficulties, such as lack of interest of parents for school activities, lack

of involvement of the families of students in the educational process ; origin of students from broken homes, single parent weaknesses affected students. These data formed the foundation of the group of parents included in this project.

Meetings with parents were held twice a month under the guidance of a social worker and a psychologist. Parents were informed about the importance of school attendance rates of children and the ways in which they can organize concrete ways of working with children ; we used the interactive activities through parents to improve their communication skills. Through the visits and discussions between social workers and parents, the latter acknowledged the importance of addressing their problems and yet some of them have ignored requests from us. Thus the presence at these meetings was inconsistent.

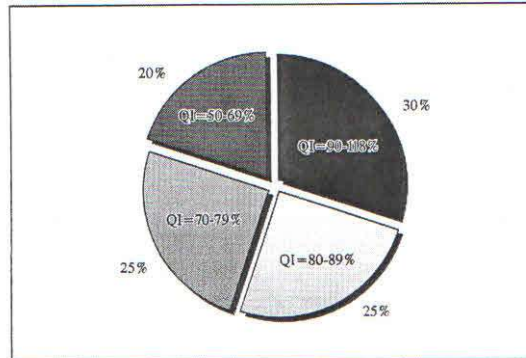
### **Results of implementing the socio-educational intervention program**

The implementation of socio-educational intervention led to a series of positive changes in mindset and behavior of target group : 30 students, selected from I-IV forms (5 children in class I, 11 class II, 3 of class III, 11 class IV) and social criteria based on educational deficiencies, children who did not attend kindergarten.

"Implementation refers to all activities of the program focused on current operations to put ideas into practice" (Love, 2004, 63). To describe the logic of the intervention program and links between services and outcomes, Taylor-Powell, Steele and Douglass (1996, 6) believe that implementation of the program comprises three levels : level 1. the resources used to run the program covers the material and financial order, as well as those related to personnel, including volunteer ; level 2. activities relate to all activities performed by the team implementing the program with its partners to objectives, level 3. participation of beneficiaries seeks to capture how they are involved in carrying out the objectives, ways of working that encourages them to participate, affordability of services, the diversity of people involved, the frequency of participation in various activities, amplitude interactions between beneficiaries, etc.

Improving students' maladaptive behaviors in the context of school and extracurricular activities was due to the professionalism of the employees who were involved in activities appropriate to the role of prevention and intervention objectives. The teachers in the school chosen for the project expressed willingness to provide additional educational support (two o'clock afterschool) by increasing the number of classes to improve student performance. The primary evaluation revealed relatively good learning capabilities, performance of simple actions and knowledge, but difficulties in the area of oral communication, expressive and inappropriate behavior for some of the children. They found difficulties of analysis and synthesis phonology, difficulty in orientation, spatial and temporal organization and structure. However, more than 50% of students were receptive to new and unfamiliar tasks ; these students have skills in areas of a field, while in other areas they have difficulties. Pupils with intellect and mental deficiency had many educational gaps at the primary evaluation (see Graph 1), but were recovered through a differentiated approach according to their intellectual and emotional capabilities : simple actions, instructive exercises – paced education accessible and tailored to their level of intelligence, providing a better ambient environment and attractive teaching material.



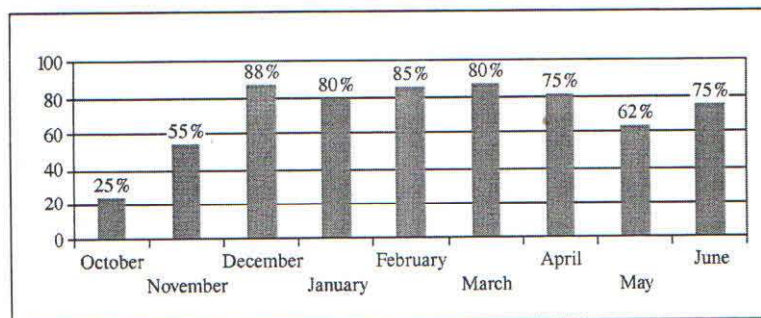


Source : Generated by the authors

**Graph 1.** *Distribution of the level of intelligence*

Teachers are aware that teaching in a school with majority Roma students is more difficult and require professional skills, and outstanding human qualities. Often, teachers have to go beyond their strictly professional conduct : counseling activities, additional educational support or material support for the children. In this sense, in the second institution of After School, these were educational and psycho-didactic educational services offered by a multidisciplinary team.

The success of socio-educational intervention program for groups was ensured by conditional inputs, the activities and not least the participation of beneficiaries, rather than involvement in carrying out the activities and achieve the objectives. The beneficiaries of socio-educational intervention program are students enrolled in the target group, and their families. Frequency at school to the After School program shows the involvement of students in these activities (see Graph 2).



Source : Generated by the authors

**Graph 2.** *Monitoring of the school registration and attending*

Monitoring the school pupils shows an improvement in their participation – at the rate of 88% – in school and extracurricular activities for afterschool hours and it has increased by 50% by the half-term of the project ; at the beginning, the presence to afterschool activities was 25%.



School success largely depends on the support of the family, the quality of individual study time at home, the interest of parents for the education of children, and sometimes their effort is hampered by the lack of more active support of the family in the child's education. Parents should inquire into the situation of school children; while the teacher is entitled to find solutions to the problems of teaching students, only in rare cases, teachers perceive the cooperation with them towards a real partnership for common solutions. To justify the lack of strategies of parents school problems, teachers raise the problem of family disinterest for the education of children.

Most of the Roma parents who did not have access to education in childhood regret that they "passed through the school" and are even open to proposals on education and literacy programs for adults, proving a high level of confidence in role of education. In most cases, both investigated teachers and parents are equally involved in education: offer common curriculum for all students, schools and educational classes differentiated teaching methodologies, objective evaluation skills. From ardent desire to avoid discrimination and segregation (phenomena present, more or less, at the social level) interviewed actors put equate 'undifferentiated treatment and discriminatory one. The purposes are an active involvement of families in child-family-school partnership, effective collaboration among team members, appropriate psychological and pedagogical support for these students at risk of school failure, improving school attendance (reduced absenteeism) and the situation in teaching, better social status of students who are strong and successful elements of the program of socio-educational intervention.

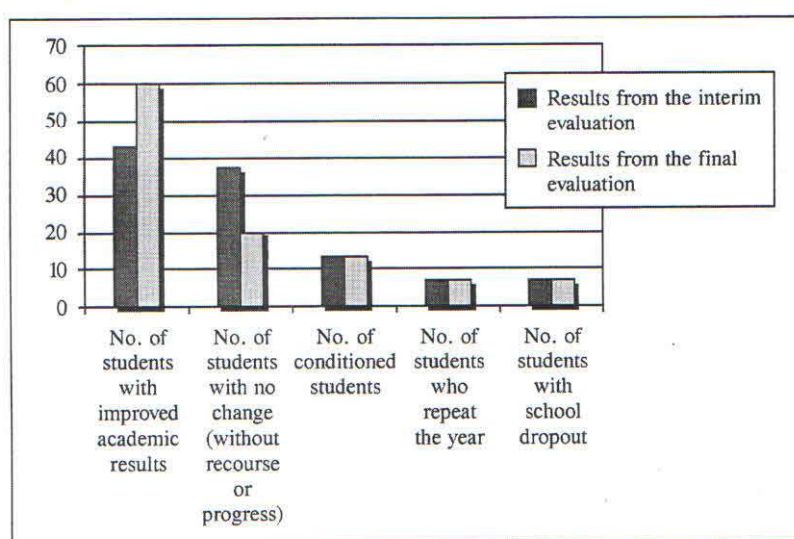
Roma students enrolled in the project share ideas mostly parents and teachers on the role of education. None of the interviewed Roma students questioned the importance of school, but their arguments vary from the type instrumental (to know how to shop, read on TV, write a letter to the military, can obtain a driver's license etc.) to high value arguments motivating learning: education will help them to "become men", "to know the world and the people", "change their lives". Relationships with adults are more permissive and open for Roma students. Such attitudes are sometimes interpreted as acts of indiscipline and shall be punished accordingly, damaging self-esteem of students, and their relationship with teachers or peers. Roma children want to be noticed, they should respect the point of view; some of the students interviewed evoking situations where their Romanian colleagues addressed them insulting words or ethnic connotation and showed aggressive behavior towards them. The effects of these attitudes are isolation and refusal to communicate with colleagues associated with lack of interest for school and learning.

Parents particularly appreciate education of Roma students in terms of its instrumental value: the school can acquire certain knowledge and skills to get around, to have a job, to have an income to ensure your existence. In a few cases parents perceive education as a chance of success and social mobility. Disinterest of students and insufficient involvement of families in the smooth running of the activities proposed to avoid school failure can reduce the required funds and improvement projects; these are risks and weaknesses that deserve to be retained in order to find appropriate solutions to eliminate them. There are also a number of opportunities, such as personnel involvement characterized by the desire to conduct the proposed activities under optimal conditions, the possibility of holding meetings with students' families and the volunteers involved in the project that allow to focus on such activities to achieve those objectives.

We believe that the final results obtained by students enrolled in the project are worth comparing with those obtained from interim evaluation (see Graph 3). Interim evaluation took place on 28.02.2010. "Evaluation helps to understand the effects of interventions of

beneficiaries and to improve services” in the opinion of Ștefan Cojocaru (2010, 14). Also it describes what happens in practice and aims to understand the practices developed in the program and to clarify the mechanisms by which they produce the expected results, deliberate, focusing on “how services are provided to customers and the existing administrative mechanisms to support these services” (Chen, cited by Grinnell et al., 2008, 529).

Already at this stage of evaluation we can assess the relevance of the intervention program, ie the extent to which the program meets the needs of target groups and the practical arrangements for guiding interventions to target groups.



Source : Generated by the authors

**Graph 3.** *The results obtained by pupils included in the project “After School” on the mid-term and final*

The data in the table above show that the situation has improved in the teaching of pupils from one stage to another, given that the number of the failed students and repeaters is quite small. We believe that the positive influence of the activities within the Project *After School* has reduced dropout. In fact, the two students who dropped out did participate to the intervention program, but not to all of it.

### Interpretation of results

The study that lasted nine months shows the results obtained from research participants involved (students, parents, teachers, volunteers) in the After School Program activities of the project.

As we know, any intervention program aims to support the target group to develop skills and abilities, increase knowledge, change attitudes that generate ineffective social behavior,



redefining the beneficiary particular situations. In this respect, we considered it worthwhile to highlight some aspects related to the development of reading and writing skills of students, numeracy skills (operations of addition and subtraction, multiplication, etc. numbers). We also wanted to improve social conduct, increase self-confidence, improve child-family-school relationship.

The final evaluation (June 2010) shows that 3 of the 28 students remaining in the program (two abandoned program last month), 16 can write well (and have fully mastered the alphabet, 12 only partially mastered the alphabet). Regarding the reading skill, we highlight that 18 students read well, others read. Students enrolled in the project progressed further in mathematical operations. Thus, 18 students perform addition and subtraction operations easily, neighbors know numbers etc., and three multiplication operations performed.

#### ***Reading and writing skills***

1. Italics – 57%
2. Read and speaking fluent – 64%
3. Read further reading – 15%

#### ***Numeracy skills***

1. Operations of addition and subtraction – 64% ;
2. Neighbors know numbers and make comparisons in different concentric – 64% ;
3. Multiplication operations – 10% .

Progress has shown that the students are able to learn colors (70%) and are oriented in the space (68%).

Visible progress is observed in more than half of the students included in the socio-educational intervention program. Although they were encouraged to read a little extra and only read sporadically.

While developing reading and writing skills and numeracy, students have formed habits of conduct appropriate to those around them (peers, parents, teachers, social workers). We believe that evolved in terms of ability to concentrate in class and class compliance and use of terms and formulas of politeness, as shown in the chart below.

#### ***Conduct skills development of students***

1. Focusing in class, class 50% compliance ;
2. Use of terms and formulas of politeness – 35% ;
3. Aggressive language and aggressive attitude towards colleagues – 14% .

A positive trend is observed for the first item, the concentration of hours in the number of children is 50%, but there is the other half to the serious problem of self-control. The other item values are low, which shows that students require further support for recovering educational gaps, behavioral data of a living environment full of gaps (weaknesses).

Regarding *socialization* of the students, they have covered good relations with colleagues and others they contact. By practicing social games and counseling, students have become more tolerant to each other, even established friendships and had better communication with their colleagues (50%), used polite formulas (35%). All these developed skills in interpersonal relations are necessary, they bring charm and success. "Incompetence at this level leads to

social isolation, social maladjustment, which is painful at any stage of life, but especially during childhood, when the child is trying to be accepted in a group play. The lack of these social skills can corrode relationships with others, can affect success... and may endanger the physical health" (Constantinescu, 2004, 74).

There are also students unwilling to express emotions, feelings (15%) and therefore it is quite difficult to make friendships. This correlates with the lack of self-confidence and this was visible after solving skills homework. Project *After School* paid special attention to this item, based on some aspects seen in the context of psycho-pedagogical support for students in school tasks. A positive aspect worth mentioning is the obvious decrease (from 45% to 16%) from the beginning of the school year to the end of the school year, the percentage that represents students who refuse to solve homework. This is complemented with a positive result in terms of how to solve the issues. The 31% of students doing homework in a hurry, partially correct, incorrect, at the beginning of the school year decreased to 16% at the end of the school year. If in the first months of the project very few students (10%) applied for the homework, it has intensified in the second part of the project, when they received an ongoing support from a teacher, social worker and voluntary to homework (49%). This support requested frequently we can interpret as a positive thing, considering it an expression of interest to solve as homework correctly; on the other hand, we believe that increased communication skills and confidence in people worked with.

#### *Common problems related to homework*

1. Homework in a hurry, partly incorrect 31% -16% ;
2. Refusal development issues 45% -16% ;
3. Dependent on others for homework 10% -49%.

Problems with personal hygiene were tracked over program implementation intervention by social workers. In this regard were observed : the student's neat (clean clothes, clean the face, hands, teeth), backpack and supplies damaged. 75% of students had good or very good results, only 25% have progressed in this regard. Social workers have worked hard to strengthen skills training and personal hygiene, both in students and parents.

Improving child-family-school relationship was one of the issues addressed in this project. 60% of families were involved in the project, participating in team meetings and cooperating specialists with them to solve many problems in children.

#### *Improving the child-family-school relationship*

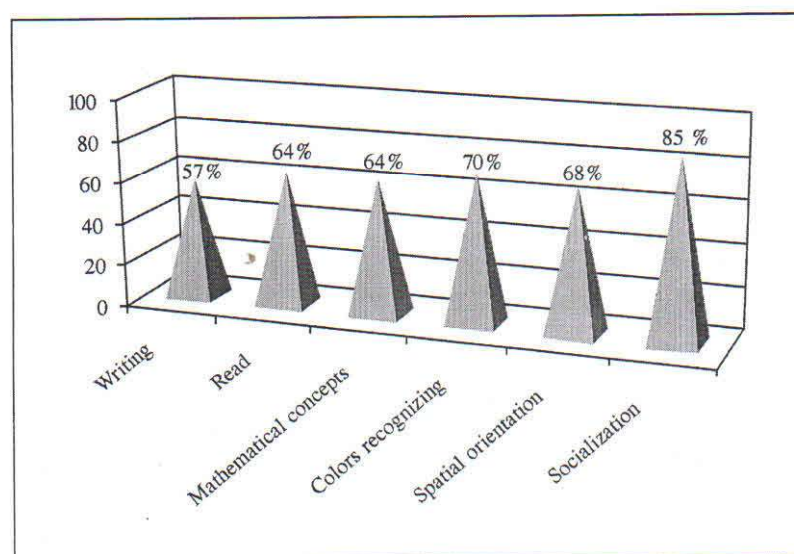
1. Frequent participation in meetings 32% of parents ;
2. Involvement and cooperation of parents in solving certain problems of children 36% ;
3. Lack of interest from family 40%.

However, the results were not as expected, showing an unpleasant reality that we face, specifically : disinterest of the family, inadequate and inconsistent involvement of the families of students participating in the project activities. Thus, 40% of parents showed their disinterest in educational and social activities of their children. Even others who cooperated with the project team were involved only when they were stimulated (first food, health care products, baby supplies, etc.). Our goal for the implementation of other intervention programs in the coming school years would be to achieve a school for parents, by which students'



families to realize their role in the development of children's personality and the fundamental role that we have for the future of children.

A summary of student outcomes in terms of a series of skills training can be seen in Graph 4.



Source : Generated by the authors

**Graph 4.** Summary of results at the end of the project

## Conclusions

Implementation of socio-educational intervention allowed us to highlight strategies and policies to ensure school success of Roma children which refers both to the school environment, the school institution with its financial, material and human. But they extend beyond : the welfare system for children and families of Roma children. The reality is that still a large part of the Roma population, so their children suffer from a process of marginalization and therefore require a sustained intervention strategy, addressing both minority and marginalized majority to form an intercultural society of individuals different but equal, general values of humanity connected to and consistent with a common set of rules, but also in a permanent cultural and spiritual exchange. Therefore, it requires a continuation of all activities in the project after its completion, funding was taken over by local communities.

Teachers have an optimistic view on affirmative action in education and personality development school. They believe in "good nature" of the child and the individual capacities of students, regardless of their ethnic origin. There is, however, a certain fatalism and frustration of teachers in relation to school unable to compensate for the education situation of economically and socially disadvantaged children from poor families. Study results concluded that the school's educational offer, in all its aspects – forms of organization, curriculum,

extracurricular activities, teachers, parents, programs, is one of the main determinants of participation in education of Roma children in that learning motivation develops, builds cultural specificity of the Roma ethnic group and ensure premises of their socio-professional integration.

The study revealed the need to use active-participative methodology designed to improve adaptation difficulties, preventing and combating school failure, valuing children's progress in both the cognitive and especially on attitudes and behavior in order to stimulate learning motivation and improve self-image thereof.

Also, we stressed the importance of diversification of extracurricular activities to develop citizenship, respect cultural identity, cultural patrimony of the Roma minority, intercultural communication. The study highlighted the importance of developing a strategy to involve the school in organizing parent education programs (health education, adult literacy), counseling students and their parents, and to attract financial resources from the local community. Noting the difficulties faced by children from school adjustment *Malu Vanat*, we consider important to increase participation of Roma children in pre-school education especially school preparatory group, resizing preschool network ensuring every child in Roma communities access to this level of education.

"Creating the conditions for coverage as early as possible in mainstream schools of children from vulnerable groups; developing type summer kindergarten programs for at least 45 days for children from disadvantaged areas – distance learning programs type or other alternative training for teachers, school mediators or assistant teacher" (Iosivescu and Rogojinariu, 2000) are actions that prevent dropouts.

The project results demonstrate that the relationship between parents and children is an essential component of academic and social success. Advising parents led to an awareness of the importance of parents by children attending school courses to familiarize parents with school rules, rights and duties of parents, students and teachers, and rules of procedure. Risks will be subject children due to school absenteeism, ways family can support attendance by students. Giving advice to parents determined to improve the relationship between parents and children, support parents in finding constructive ways of spending free time with children.

The whole community should be involved in providing a quality educational process. In this regard, the granting of aid to families with local authority support is welcome; it is conditioned by the level of economic development of the village; the church opened to the problems of the community and school capacity to attract extra funding.

Participation in education of Roma children can be facilitated by a social protection system that includes various forms. In the opinion of M. Jigău et al. (2002, 23), social protection of children and pupils with special educational needs is done by organizing and adequate institutions, classes / pre-school groups and students with special needs, free education, scholarships for pupils with special educational outcomes and social support scholarships those from economically disadvantaged families.

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