

## "The State of the Art Report" of the Project „COMPASS – An innovative learning approach to promote self-determination and employability of disadvantaged migrant and ethnic minority youth “ Slovakia

(Project: COMPASS – 510858-LLP-1-AT-LEONARDO-LMP)

### 1. Quantitative and qualitative framework, demographic context:

Official data on ethnicity in Slovakia are based on individual self-identification. There are indications that many Roma in Slovakia do not identify themselves as such in official surveys, and in general school statistics substitute data on “children from disadvantaged backgrounds” as a partial proxy for Roma children. While substantial independent research on the situation of Roma has also been carried out, such data are necessarily incomplete and **fragmented**.

#### 1.1 National data

According to national census data from 2001, the total population of Slovakia at that time was 5,379,455. The same census results stated the Roma population to be 89,920, which accounts for 1.7 per cent, while 99,448 respondents stated their mother tongue to be Romani, while self-identifying as different ethnicities. Census data are based on the respondents’ self-identification. As in several neighbouring countries, there are several reasons why many Roma in Slovakia do not officially adhere to the Roma ethnicity. Official demographic data, as well as data specifically related to education, are therefore of little relevance to the monitoring of Government policies or to new policy-making.

Other sets of data have been used since 2001 to provide a more accurate account of the size and characteristics of the Roma population. The Office of the Slovak Government Plenipotentiary for Roma Communities estimates the Roma population at 320,000, based on official demographic assessments and its own data from a project entitled the *Socio-graphical Mapping of Roma Communities Conducted in 2003–2004*. According to another assessment, the last relevant official data on the Roma population were collected in 1980. According to a model based on these data, the Roma population in 2002 could be calculated at some 390,000 people, or 7.3 per cent of the total population.

The OSI/Education Support Program study *Monitoring Education for Roma 2006: A Statistical Baseline for Central, Eastern, and South Eastern Europe* gives an unofficial calculation for Roma in Slovakia ranging from between 480,000 and 520,000, and accounting for 9.26 per cent of the population.

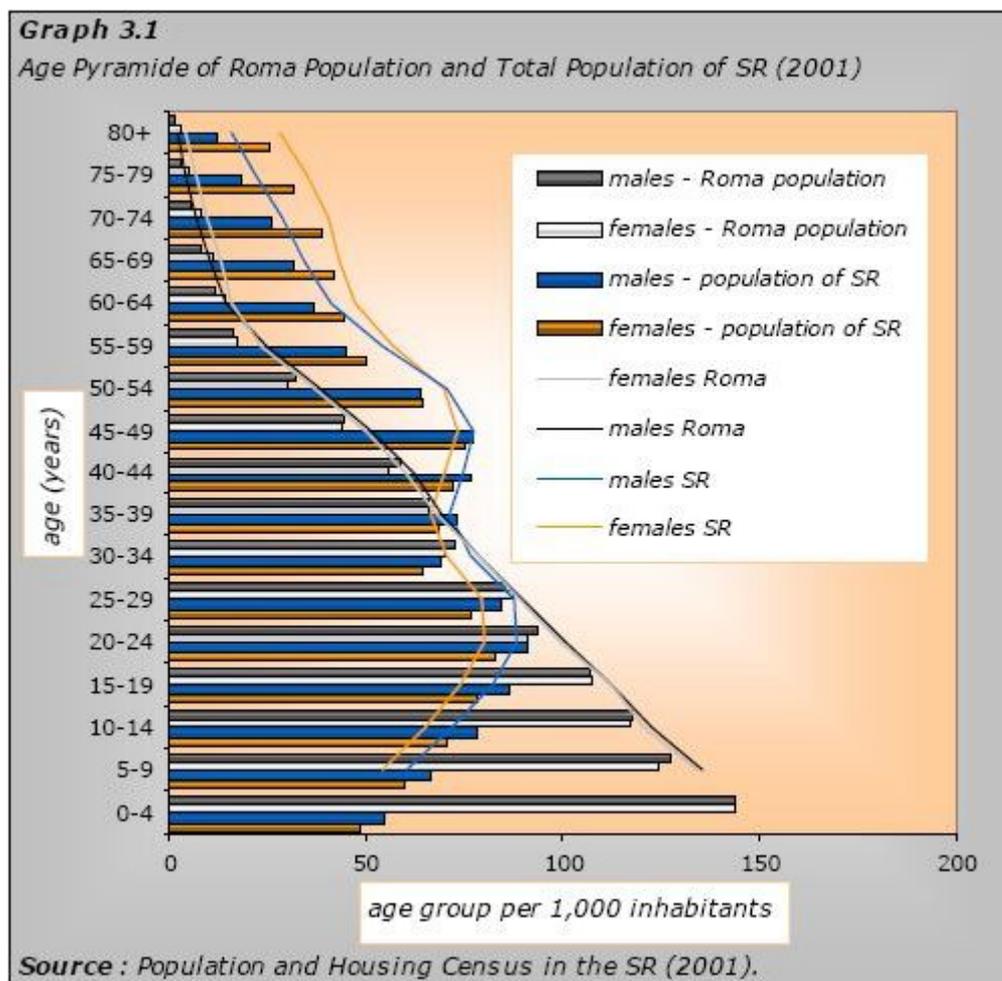
Table 1 presents official data on the composition of the general population by age group.

As estimates for the overall Roma population vary, so do estimates for the school-age population. According to the Government’s *Concept for the Integrated Education of Roma Children and Young People, Including Development of Secondary and University Education* (hereafter, *Roma Education Concept*), of an estimated 380,000 Roma in Slovakia, the share of school-age Roma children up to 14 years old is 43.6 per cent.

Research has also been conducted on residential patterns among Roma. A study published in 2004 reported that there were 132,000 Roma children aged 0–14 in 2002, accounting for 33.8 per cent of the Roma population. Of this total, those living in segregated settlements

accounted for up to 40 per cent, meaning some 50,000 children, and those from partially integrated communities represented 33 per cent, meaning some 65,000. The ratio of children to adults living in communities described as integrated (some 15,000 children) is lower and approaches that of the majority population.

The age structure is visible from the National Human Development Report Slovak Republic 2001/2002 [http://www.cphr.sk/english/undp2002en\\_08.pdf](http://www.cphr.sk/english/undp2002en_08.pdf)



2.

Based on the results of the Socio-graphic Mapping of Roma Settlements in Slovakia (2004) the size of the population living in Roma settlements is estimated at 320,000, which constitutes approximately 3.5 times the number reported in the official statistics of the Statistical Office of the SR from the last census. According to this census in 2001, the number of Roma in Slovakia was 89,000 and according to the demographic statistics in 2004, the number of Roma was 96,257. The age structure of the Roma population significantly differs from the Slovak and EU averages. In comparison with the Slovak and European trends, the Roma population is progressive with a distinctive share in the younger age categories and a lower share in the productive ages and older generations. This fact arises from higher birth rates and shorter life spans. The average life span of Roma women and men is 12 to 15 years less than the numbers for the majority population. Approximately half of the Roma are integrated among the majority population. The rest live in marginalized communities which

are classified as segregated and separated (within municipalities) and concentrated (in urban areas) with elements of ghettoization. And this is the environment in which the specific issue of social exclusion is manifested, which the Roma population must face. Social exclusion endures due to the fact that marginalized Roma communities live in irregularly dispersed, isolated, spatially and socially excluded Roma communities. The shortcomings in the quality of the environment are connected with the shortcomings in the technical infrastructure and public utilities. They live in extremely substandard municipal and urban settlements. The status of social exclusion in the context of housing is aggravated due to various factors such as: lacking resolution of property relationships and ownership of land under these settlements, poor accessibility of social housing and the non-existent legislative definition of social housing, the non-existent definition of types of housing, the “Illegal status” of many settlements (built without building permits, de jure non-existent constructions).

The social life of marginalized communities is characterized by specific social constraints and an overall specific attitude towards the wider social environment, specifically with problematic proximity (the segregation, de-motivation and resignation of the population). The highest concentration of socially excluded communities is found in eastern Slovakia and the southern districts of central Slovakia. This population group faces extreme poverty which is transferred to the following generations. 9% of the above mentioned settlements lack electricity, 81% of the settlements lack sewage systems, gas is lacking in 59% of these settlements and water supply is missing in 37% of them. 20% of the settlements lack paved access roads. 149 of all settlements are considered segregated, which means that these settlements are situated on the edge of or beyond the municipality or town. The percentage of illegal housing facilities in these settlements is higher than 20%. Only 39% of the housing facilities are connected to the water supply, 13% to the sewage system, 15% to the gas supply and 89% to the electricity supply. From the perspective of infrastructure, 46 settlements were identified as lacking almost all technical infrastructure. These settlements lack water, sewage systems, gas and paved access roads. 12 of these settlements lack electricity. The majority of these settlements are situated in the Košice and Prešov regions and in the southern section of the Banská Bystrica Region.

Almost one third of the houses in Roma settlements were built illegally (we are referring to huts, portable mounted housing units, non-residential buildings and houses). The settlements outside municipalities or towns have the highest percentage of illegal housing facilities (49%). Huts constitute the most frequent type of illegal housing facility. They constitute almost 16% of all housing facilities in these settlements and 14% of the population of the Roma settlements live in them. Again the settlements situated outside municipalities or towns have the highest percentage of the hut-residing population. Those living in huts constitute 21% of the overall population living in such type of housing facility in these settlements (Atlas of Roma Communities in Slovakia 2004).

## **1.2 The educational attainment level of the Roma**

The educational level of the Roma population has been well below the Slovak average for a long time; this is especially true for the members of the marginalized Roma communities. The present education system in the Slovak Republic continues to be strongly mono-cultural and unwelcoming of ethnic minority groups and groups at risk, and largely unsuccessful in activating and motivating students from such groups. Although the existing system has

accepted many differences of ethnic minority groups and groups at risk, it is still insufficient. Except for small exceptions, the content and form of the curriculum ignore the specifics of Roma culture, history and language. Furthermore, teachers do not always sufficiently reflect the different social and cultural backgrounds of their students. Such unpreparedness frequently causes misunderstanding, conflict and mutual ignorance. Working with families at many schools does not correspond to the needs of the students. School administrators do not pay enough attention to the work of teachers and their motivation (including financial motivation) at schools with increased percentages of children from marginalized Roma communities. Ethnic segregation at schools, the high percentage of Roma at special schools and large class sizes in general contribute to the problem. One of the signs of the low integration of Roma children in society is seen in their small representation at pre-schools, incomplete elementary school education and low representation at secondary schools, universities and colleges.

[http://www.government.gov.sk/data/att/12371\\_subor.pdf](http://www.government.gov.sk/data/att/12371_subor.pdf)

## 2. General economic environment

### 2.1 GDP/capita, economic growth, general unemployment rate

Slovakia is an upper middle-income country with a population of 5.4 million and a Gross National Income per capita of \$9,620 in 2006 (Atlas method). The country is located in the heart of Central Europe. Agriculture accounts for 3.6 percent of GDP, industry for 31.6 percent, and services for 64.8 percent.

Slovakia has achieved both political and economic stability since its independence following the breakup of Czechoslovakia in 1993. The economic transformation the country initiated in 1998 positioned it well for European Union accession. On May 1, 2004, Slovakia joined the European Union, and in November 2006 entered the Exchange Rate Mechanism, with the goal of joining the European Monetary Union (EMU) in January 2009. The country is now well poised to close the gap in per capita income levels with the rest of Europe.

Slovakia is one of the fastest-growing economies in the region, with GDP growth of 8.5 percent in 2006. Nonetheless, unemployment “at 13.3 percent (2006)” remains high, even by regional standards - although jobless levels continue to recede in line with improved performance in the real sector as well as administrative measures taken by the Government. In addition, there are sharp regional differences in unemployment. The eastern region has a much higher incidence of poverty, as economic activity is heavily concentrated in the west, particularly around the capital, Bratislava.

	2006*
Population, total (millions)	5.39
Population growth (annual %)	0.06
Life expectancy at birth, female (years)	78.20
Life expectancy at birth, male (years)	70.40
GDP (current US\$) (billions)	55.05
GDP growth (annual %)	8.27
GNI, Atlas method (current US\$) (billions)	51.81

Inflation, consumer prices (annual %)	4.48
Foreign direct investment, net inflows (% of GDP)	7.57
Unemployment, total (% of total labour force)	..
Time required to start a business (days)	25.00
Internet users (per 100 people)	41.84

In April 2008 the official unemployment rate was 7.4%. In January 2011 the rate was increased to six-year maximum 12.98 %.

## **2.2 The employment situation of the Roma, and their role in the labour market. How is the situation of migrant youth relative to the host population?**

For example, official data for the 3<sup>rd</sup> quarter of 2003 indicates that approximately 87.5% of the Slovak Romani population was unemployed during the period, as compared with an unemployment rate of 14.2% for the population as a whole. As the Slovak regulations do not give the opportunity to collect the data based on ethnicity, the statistics data on all areas of life are limited. For better picture we could just assume from some other data collected.

The 2003 report by the Ministry of Education, it can be concluded that Roma children accounted for 18.54 per cent of children in the first grade and for 13.73 per cent in the fifth grade, which is caused by many of them failing and repeating these grades. Roma children accounted for only 8.07 per cent of children in the eighth grade and only 5.13 per cent for children in the ninth grade.

Roma children accounted for 86.26 per cent of all children concluding their education between Grade 5 and Grade 8, but only 47.36 per cent of those concluding their compulsory education in Grade 9.

Of all the pupils concluding their tenth year of compulsory education before passing Grade 9, some 67 per cent were Roma. More than a quarter of Roma in Grade 9 repeated the class. Some 14 per cent of Roma in Grade 8 repeated the class. Another 3.11 per cent of Roma in Grade 5 repeated the class. Almost 30 per cent of all Roma in their tenth and last year of compulsory education were in Grade 9, 24 per cent were in Grade 8, 21 per cent were in Grade 7 and 14.34 were in Grade 6. Up to 8.76 per cent were in Grade 5.

While the share of Roma children in the early grades of primary school is generally high, the higher percentage in Grades 1 and 5 can be associated with more children repeating these grades. A low proportion of Roma children attain Grades 7, 8 and 9 and conclude their compulsory education in these grades. A report from Save the Children stated that the phenomenon of early leavers among Roma children is so pronounced that only some 1 per cent of them finish secondary education. There are no detailed data that would allow for a comparison of drop-out rates in segregated Roma settings with those in non-segregated settings.

### *Attainment levels*

According to the 2001 official census data, the following are the levels of attainment for the Slovak population aged over 25: primary education (including incomplete) 24.65 per cent; secondary ISCED 3c education 32.17 per cent; ISCED 3a (general) 3.58 per cent; ISCED 3a (specialised) 25.69 per cent; higher education 10.69 per cent; no education 0.21 per cent.

In 1991, based on the 1991 official census data, a large majority of Roma, 76.68 per cent, had attained primary education, and 8.07 per cent completed apprenticeship/vocation education. Those who completed higher secondary or tertiary education accounted for fewer than 2 per cent.

The 2002 UNDP report “Avoiding the Dependency Trap” stated that 11 per cent of Roma interviewed in Slovakia claimed to have incomplete primary education; 36.8 per cent reported having completed primary education; 11.3 per cent have an incomplete apprenticeship and 31 per cent have completed an apprenticeship; 1.6 per cent have incomplete secondary education, while 6.5 per cent have completed their secondary education. Only some 0.6 per cent have higher education.

According to data calculated in the OSI report *Monitoring Education for Roma*, 76.8 per cent of Roma have completed primary education, which, depending on whether that is calculated using official or unofficial numbers for the Roma population, comes out as a range of between 44,025 and 244,800 people, whereas those figures for secondary education were much lower, between 8,599 and 47,813 or 15.0 per cent.

A more recent UNDP survey in 2006 found much lower attainment rates. Some 35 per cent of the sample (2,104 people) reported having incomplete primary education; 36.6 per cent claimed to have completed primary education. Only a third had pursued secondary education. The report suggests that educational attainment correlates with the settlement type – the degree of residential segregation. According to the report, the rate of incomplete education among people aged 15–29 is critically high, at 25.8 per cent. With regard to differences between education levels attained by men as compared to women, the report states that the educational attainment of Roma women is lower than that of Roma men. Details are presented in the tables below.

**Roma aged 15+ by level of education and settlement type**

Level of education/settlement type	Segregated (%)	Separated (%)	Mixed (%)	Total (%)
Incomplete primary	44,2	37,4	23,5	35
Primary	36,7	31,5	41,5	36,6
Incomplete secondary	6,5	9,4	10,8	8,9
Secondary	8,5	18,1	19,1	15,2

**Source:** UNDP 2006 (sample size 2,104)

According to the 2001 official census data (based on self-identification), some 4.3 per cent of Roma women and 3.1 per cent of Roma men have not attended school, at least for some period. The following table shows completion rates for Roma men and women based on data collected in the 2006 UNDP study.

**Roma aged 15+ disaggregated by level of education attained and sex**

Level of education	Men (%)	Women (%)	Total (%)
Incomplete primary education	32,2	37,7	35
Completed primary education	33,8	39,3	36,6
Incomplete secondary education	10,4	7,5	8,9
Completed secondary education	19,2	11,4	15,2
Higher education	0,3	0,1	0,2
Special schools	4,1	3,8	3,9
Unknown	0,1	0,3	0,2
Total (%)	100	100	100

**Source:** UNDP 2006

### **2.3 Factors affecting the economic situation of mature Roma (industry composition, types of jobs and work contracts, the role of the informal sector)**

There is no information to tell us exactly where Romani people find work in today's labour market. But indications are that those who are in formal employment are working in the secondary labour market where employment is in low skilled, low paid menial jobs.

Research also suggests that qualified Roma who do get better jobs in the primary labour market are mainly employed in some kind of Roma-related field. Although this may be choice, research suggests that this is not the case but rather because Roma do not get considered for mainstream employment nor are they afforded the same range of employment opportunities, or promotion prospects as non-Roma with the same qualifications. It is almost like they work in a '*Glass Box*' that is a sizeable barrier that impedes progress into better quality or better paid employment.

The informal sector is a provider of work for many Romani. Indications are that there is still a demand, although significantly diminished, for Romani men to continue to do the same jobs that they have always done, but these jobs are now in the informal sector and lower paid than before. This kind of work tends to be irregular, low paid and usually obtained through informal word of mouth networks.

Many Roma entrepreneurs find it difficult to develop their small businesses and generally impossible to compete for official tenders. The work contracts they do tend to get are cut-priced sub-sub-contracts obtained unofficially and the price dictates that employees have to be hired informally. The micro-financing schemes on offer are found either to be not available or not suitable when the applicant is a Roma small business contractor.

Many Roma employers, employees and small business entrepreneurs are being manipulated into the informal economy, into the cheap labourer positions and no efficient measures are being taken to halt this degenerative process.

So far, the problem of Roma unemployment has been regarded as a public sector or third sector (NGO) problem. There has been very little dialogue with the private sector to develop joint solutions for the creation of employment and the application and implementation of diversity (equal opportunity) policies in the work place. The application of an effective diversity policy is a crucial component that companies need to prove they have ethical and compliant employment practices – a growing requirement for foreign direct investment.

Active Labour market policies can go some way towards improving the employability and motivation of long-term unemployed Roma. But employment and training projects or public works schemes cannot be perceived as a solution that alone will tackle such levels of long term and growing unemployment. Labour market interventions seldom include anti-discrimination measures to ensure that they are sufficiently inclusive to guarantee participation and connection with unemployed Romani people.

Unemployment, and particularly long-term unemployment, is one of the root causes of poverty and social exclusion but so far not enough emphasis or investment has gone into the formation of effective labour market reintegration measures for unemployed Roma.

UNDP 2002 estimated employment in the informal sector, as a percentage of all Roma in some for of work to be 70% in Romania; 40% in Slovakia and Hungary; and 25% in Czech Republic.

## 2.4 Specific learning needs of target group

Lack of qualifications, insufficient education and semi-literacy up to illiteracy are closely related to the high rate of unemployment among Roma. These unfavorable factors have negative effects on the opportunities for the future employment of the young Roma generation (demoralization of values orientation). The shortage of jobs provides space for open and hidden discrimination on the labour market, the existence of which is proved by Roma and representatives of the Third Sector. Activities in the underground economy and until recently high social benefits did not motivate the population to look for jobs.

A generation of young people without education, qualifications, work habits or skills has grown up. An autonomous value system has developed within the Roma community which is passed on to the next generation because children who grow up in an environment at risk automatically accept the above mentioned model. A high percentage of Roma children attend special elementary schools. However after graduating they have only limited possibilities for further education or employment.

The entire environment in which they grow up is degrading. School preparation is at a minimum. The children spend their free time on the streets; some of them are truant. In many cases, the parents do not motivate them to work or study. They lack any incentive from the community; in fact, the experience that the place to live is a socially degrading environment is commonly passed on and the young generation adopts the behavior of the community in which they live.

Economic and social exclusion, segregation and discrimination are the factors which distinctively lead to de-motivation in marginalized Roma communities and which overlap in all areas of social policy. Enhancing employability by creating jobs through a comprehensive, coordinated and systematic approach with the help of national, regional and local cooperation under the precondition of objectively implemented control and monitoring throughout the entire process, constitutes one of the possibilities for preventing social exclusion.

The Roma community is characterized by high, long term and in some regions of Slovakia (especially the Prešov, Košice and Banská Bystrica Regions) a high percentage of unemployment. The Offices of Labour, Social Affairs and Family in the above mentioned regions record a high rate of long-term unemployed (i.e., more than 24 months). Furthermore, the structure of previous occupations includes labourers and unskilled workers and persons without working classifications (i.e., persons without work experience). Such an environment nurtures the growth of socio-pathological phenomena. In the 1990s, the long-term unemployed jobseekers participated in public work and small municipal services in the interest of increasing their employability.

Presently, the long-term unemployed jobseekers depend on welfare benefits and by performing activation activities in the form of minor municipal services and voluntary work they acquire and maintain their working habits and skills. They receive bonuses for carrying out the above mentioned activities. These bonuses in some locations in relation to the work possibilities are de-motivating. The above mentioned measure only partially aids in the acquisition of work habits; this is not a system solution. Nor does it solve the problem in municipalities with large Roma concentrations; the number of jobs is limited and most are related to cleaning, thus the possibility of satisfying everyone is low.

For many Roma, social discrimination constitutes a distinctive barrier to employment and a reason not to look for work outside their communities and municipalities, which considering their traditional culture and way of life is almost impossible. In the Slovak Republic, discrimination in employment is

legislatively banned. However Roma talk about their experience with discrimination. Due to the process of the transformation of the economy, the demise of industrial enterprises and agricultural coops, the majority of Roma lost their jobs. The introduction of new private companies and foreign investors is connected with the introduction of new production programs and technologies which require higher technical education.

### **3. General policy environment and integration networks**

#### **3.1 The Government of the SR established in June 2010 has woked out the Horizontal Priority Objective – Marginalized Roma Communities**

The goal of the Horizontal Priority Marginalized Roma Communities (the “HP-MRC”) is to increase the employment and education levels of the members of marginalized Roma communities and to improve their living conditions. The Horizontal Priority will be implemented through a comprehensive approach, i.e. through the integration of projects from several Operation Programs (the “OP”).

The intent of the HP-MRC is to strengthen cooperation and improve the coordination of activities and financial resources related to the improvement of living conditions of members of marginalized Roma communities. The support of marginalized Roma communities is targeted on *four priority areas*: education, health, employment and housing and *three mutually related problem circles*: poverty, discrimination and gender equality. The HP-MRC is the instrument for increasing the effectiveness of structural funds interventions in resolving issues of marginalized Roma communities which will be implemented through a comprehensive approach. The comprehensive approach will join several activities or projects into an overall strategy for the actual location to ensure that their implementation will be continuous and contribute to the long-term development of the marginalized Roma community in the given location.

The comprehensive approach emphasizes the mutual interconnection of activities and the active participation of the local community. The comprehensive character in resolving issues of marginalized Roma communities is a necessity because it will ensure system resolutions of issues in marginalized Roma communities and will allow for long-term strategic planning and management of community development and positive change.

#### **Horizontal Priority Structure – Marginalized Roma Communities**

The HP-MRC will be implemented through:

- common, demand-oriented projects,
- a comprehensive approach through comprehensive projects (the call of the Office of the Plenipotentiary of the Government of the SR for Roma Communities (the “OPGRC”) which will be represented by the Local Comprehensive Approach Strategies (the “LCAS”). The LCAS consist of a strategy and 3 to 6 project plans. If approved by the Inter-ministerial Evaluation and Selection Commission (the OPGRC secretariat) the project plans will be elaborated in the form of projects, subsequent applications for the provision of non-returnable financial allowances and submitted within the framework of calls of individual Managing Authorities.

The comprehensive approach resolves several focal problem circles and ensures their connection from the perspectives of the resolution, implementation (time-wise and subject matter-wise) and maximum effectiveness of their development. Already existing models for structural funds use will allow final recipients to implement activities within the framework of one measure of the actual Operation Program. The comprehensive approach overcomes the partiality of the resolution

of issues and proposes a management model which will ensure financial means and financial flows necessary for the implementation of the entire vision.

### **3.2 Comprehensive Approach – Local Strategies of the Comprehensive Approach**

The goal of the comprehensive approach is the overall resolution of issues of the problem of Roma settlements in the form of a combination and concentration of various areas of activities of individual partial projects.

Areas of activities:

- support of education and identity formation,
- support of healthy lifestyles,
- re-qualification and increasing of employment and employability,
- community social work,
- support of business,
- infrastructure and housing,
- elimination of mutual prejudices of the majority and minority, etc.

The population of Roma settlements and seats are the final users of assistance.

### **3.3 Role of the media**

In the last period of time the media has changed their rhetoric concerning Roma. They have contributed massively to negative perception of Roma, by naming the ethnicity of the person committing crime, and in many other cases. Many NGOs reports in their media monitoring, that they massively stereotyped Roma minority, usually focusing on negative examples of behaviour of the minority, neglecting positive roles in certain medially known cases (e.g. Roma people helping to seek for those who stayed alive after a crash of a house due to gas explosion in the private house). Similarly, the electronic media seems to have both roles: in showing up many prejudices, people unconsciously carry in facing Roma issues (they are lazy, do not want to work, it is their fault if they are not able to adjust and assimilate themselves properly) , but also providing wide space for corrections in various discussions on blogs and forums, etc.

#### **Perspectives for Roma, particularly youth**

Based on the draft of the Concept of Upbringing and Education of Roma Children and Students Including the Development of Secondary School and University/College Education (MoEdu SR, 2008), the official governmental strategy focuses on 5 areas:

1. upbringing and education;
2. health, hygiene, healthcare education and prevention;
3. employment and other social activities;
4. housing; and
5. profile topics: culture and the forming of Roma identity, sensitizing the general public towards Roma, creation of a wider social mandate for the fulfillment of this task through the media and other socialization agents through education and cultural activities; gender equality; and poverty.

#### **Social organisation**

The Office of Plenipotentiary of the Slovak government for Roam Communities has been established in 1996. There is a wide range of organizations working with Roma voluntarily. Roma people have

three political parties registered in Slovakia. The significant problem is, that they are puzzled, not cooperating well together well, and their impact is limited.

The priorities for the Slovak Presidency of the Roma decade which finished in June 2010 is being currently reported but the report is not available publically yet.

[http://www.romadecade.org/slovak\\_decade\\_presidency\\_20092010](http://www.romadecade.org/slovak_decade_presidency_20092010)

Between the results and recommendations of the International seminar on social inclusion held under the Slovak presidency we find following information:

- More than 60 % of the unemployed Roma have low education and almost 70 % have been jobless for at least one year
- Approximately 30 % have not attained primary education
- Approximately 30 % have attained only primary education
- 9 % have dropped out of secondary school
- 15 % have attained secondary education
- 2 % have attained higher than secondary education

Active labour market policy tools are used as effective vehicles facilitating employment of the Roma. Particularly efficient and effective tools to increase employment and employability are those that create greater scope for individualised approach to individuals requiring increased personal supervision in their integration in the labour market. In view of the low level of education attained by the Roma their employment is mostly concentrated in the low-skill jobs with a low added value, such as in the communal services of towns and communities, selected activities in social services, in the profession of unskilled labourers. Within the financial tools, the provision of support in entrepreneurship is also seen as effective, e.g., the introduction of microcredits or business start-up contributions. Special attention should be paid to the integration of the Roma women in the labour market.

<http://www.government.gov.sk/data/files/6090.pdf>

The third – nongovernmental sector is quite strong in Slovakia. There is more than 30 000 NGOs working in various areas of life. Many NGOs are active in rural areas at eastern and central Slovakia, supporting Roma communities. Due to lack of funding and regular gaps in funding from the side of government (e.g. for 2008 the Office of the Plenipotentiary is offering grant scheme for this year with the deadline 30<sup>th</sup> of July, it means, there was 7 months gap in financing activities of NGO in this field) and insufficient funding from regional and local governments those organizations suffer from lack of stability. The financial crisis has influenced the accessibility of the resources particularly from regional and local governments.

There are organizations promoting particularly **youth employment**, for example National Career Days are organised each year by AIESEC in cooperation with the Central Office for Labour, Social Affairs and Family. The active measures of the Central Office includes support for the running of the small businesses, requalification courses and job search support.

ANNWIN is organization engaged with education and human rights issues. We work with majority attitudes towards Roma, by organizing forums, discussions and trainings dealing with those issues, including also trainings for professionals working in social services, where Roma people with disabilities face multiple discrimination. We also support the education of Roma youngsters by mentorship programme and trainings for volunteers. We have started, in cooperation with EMF, the

campaign dealing with human rights approaches to tackling poverty circle in Roma communities, while the awareness raising is necessary also within Roma NGOs to deal with the issues of discrimination and supporting their human rights. We also provide organisational development support.

In our survey they perceive quite high level of the discrimination in job searching. Reporting this is very rare as would be found also in the report of the Eu Agency for Fundamental Rights

[http://fra.europa.eu/fraWebsite/eu-midis/eumidis\\_main\\_results\\_report\\_en.htm](http://fra.europa.eu/fraWebsite/eu-midis/eumidis_main_results_report_en.htm)

#### 4. Survey

The survey was realised in February 2011 in daily center for Roma children and youth in Zvolen. The center is run by the NGO association Quo Vadis we cooperat with for several years. All participants (100%) have been filling the questionnaires with assistance of instructed person. The reach out was realised two ways: part of the group was long- term group working on the project of "living books", second part were individuals, coming for some activities to daily center (internet, discussions etc).

##### 4.1 Characteristics of the target group

33,3 % of the target group were male, 66,7% female respondents.

The distribution of the year of birth is shown in the following table:

year_of_birth		Valid Percent
Valid	1 989	13,3
	1 990	26,7
	1 991	10,0
	1 992	16,7
	1 993	10,0
	1 994	13,3
	1 995	6,7
	1 996	3,3
	Total	100,0

The country of birht, current citizenship and birth citizenship is in 100% Slovak, as there were no migrants in our group, 100% were born in contry of residence

Only 16,7% is married, 83,3 is single. Only 10% of our target group has children,, 50% one child, 50% two.

In this age it is more common within the community to have more children, the specific characteristics is given probably by the living in the city not in the settlements . Another reason could be higher education of the parents.

3,3% of the respondents live with their parents, 20% live with the partner. 6,7% live with friends or together with partner and parents.

The education level of the group is in 53,3% primary school, 36,7% vocational education, 10% secondary education.

There was nobody with the education obtained abroad.

### ***The employment situation***

The employment situation prevailed non- employed youth 50%, part time job has 26,7% (it could include occasional jobs) one person is in household. 20% unemployed due to maternity or paternity leave. Main reason for unemployment is lack of education or unemployment in general.

Most respondents speak the language of the country of residence: at home 82,8%, with friends 75,9%, in the neighbourhood 96,6%.

Other languages spoken are Roma and Hungarian, in one case english with friends, which mean communication via internet.

## **4.2 EDUCATION AND EMPLOYMENT OF PARENTS**

The education level of father copies the distribution of the level of youth: 44,8% has achieved primary education, 37,9% vocational education, 10,3% secondary education.

Similarly is it with the mothers: 48,3% primary, 34,5% vocational, 10,3% secondary, 6,9 university education. It is not possible to interpret this fact due to small range of the respondents and non-representative selection.

The most frequent profession of father is unemployment in 44,8%, employee in some office or business 44,8%, 10% has own business, mainly as craftsman, or musician.

The employees are working as printer (2) administrative worker (2), IT (1) builders, workers.

76,7% of respondents are satisfied with the education level. Out of 23,3% 85,7% wants to achieve vocational school education (it is given also by the age)

14,3% wants to achieve university level. 90% of them know what to do to achieve their goal. Only 10% of those who want to change the education do not know what to do. Interpreting next data we should be aware that the size of the group non- satisfied with education is very small (6 persons)

Out of them 77% is satisfied with the achieved education level, 23 % is not. 85% wants to achieve higher education, 14% university entrance level. 90% of them know how to achieve their goal.

## **4.3 COUNSELLING**

For responding to this question we asked the respondents to consider any kind of counselling they have obtained due to their choice of the education and/or job seeking

Most counselling was provided by the minority association- 44,4%, family 25,9%, friends 14,8%. NGOs have provided counselling in 11,1%, and mother in 3,7%.

Distribution of the satisfactory counselling is the same, everybody has found the obtained type of counselling as most helpful

3 persons responded he/she did not get any counselling. Of them need more information of occupational options, one think she/he needs financial support.

#### 4.4 CHOOSE of PROFESSION

53,3% of respondents know what profession occupation to take. They have chosen it because they like it - 31,6%, because it is close to home 26,3%.

The family has influenced their choice in 26,3%, and those who think they have the talent are in 15,8% of those who know what profession they wants to take.

28,6% of them thin they need more info on training needs, or financial support, 21,4 % needs occupational counselling , and 21,4% think they need something other, after asking them they say they do not know what.

The advice was provided in this area to 63,3% of respondents. The information was provided in most cases (26,3% by school counsellor and NGOs. 10,5% was provided by local employment center, internet and fathers. 5,3% by mother. Highest satisfaction was expressed by 15,8%, lowest satisfaction by 10,5%

73,6% expressed medial satisfaction with the advice provided on professional occupation advice. As most helpful they find the NGO and the school advisor (26,3%) . Second most helpful on the same level were internet tools, friends, local employment counsellor and father (10,5%) Last in order was the advice from mother (5,3% )

#### 4.5 BARRIERS AND WEAKNESESS OF COUNSELLING

Perception of the repondents of the barriers in obtaining the counselling in profession occupational orientation s that in most cases it is the access to counselling – in 68,8%, ethnic background perceives as an obstacle 12,5% and 18,8% say they do not know cannot identify it. For those for whom the counselling did not lead to satisfactory choice.

The reason is in 45,5% "other", in 36,4% the identify it as financial barriers and 18,2 % perceive lack of qualification of the counsellor for their specific situation.

#### 4.6 CHANGE OF PROFESSION

Highest desire to change a profession was expressed by 13,3% of respondents. 4 points were given to 33,3%. The lowest expression was given by 20% of respondents.

Cumulatively 46% wants to change the profession. Out of it, only 6,7% are able fully support themselves. 76,7% are hardly able to support themselves fully.

The need of additional help was expressed by 53,3%, while 26,7% need it partially. Only 20% are expressing only low need of additional help.

#### 4.7 NEEDS and DIFFICULTIES in GETTING the JOB

53,3 % of respondents need advice on institutional funtionl mechanism. 23,3% think they need a mentor to get access to job. The mentor system is note very much familiar in Slovakia. Therefore 23,3% does not know exactly what they need in this area.

Influence by their ethnic status is perceived by 50% in high level (4 and 5 points) , 40% in next question as well.

Only 10% does not think their situation is influenced by their status. 30% perceive as main problem both the discrimination and low educational level.

26,7% express the ethnic background is the main problem of the youth, the language skills are problem only in 3,3%.