



Roma Education Initiative (REI)

**ANNUAL RESEARCH AND EVALUATION REPORT
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ROMA EDUCATION INITIATIVE

MONTENEGRO

INTEGRATION OF ROMA CHILDREN AND YOUTH INTO THE SYSTEM OF EDUCATION (Montenegro)

EVALUATION REPORT

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**Podgorica
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1. EXECUTIVE SUMMARY

The main goals of the REI Montenegro project were as follows:

- To create a national strategy that will secure a higher degree of education accessibility to Roma children,
- To create a local strategy of full democratization of education, starting from the local characteristics and educational needs of Roma children,
- To support educational and upbringing institutions in creating an action plan of inclusion of as many Roma children into the existing kindergartens and primary schools as possible, which is in accordance with the proclaimed principles of the education reform,
- To create a positive socio-emotional climate in the institutions in which Roma students will be accepted and in which interactive ties between Roma and non-Roma children will be developed,
- To stimulate inclusion of Roma assistants into the educational work with children and to contribute to their vocational education for that work.

The goal of the evaluation is to secure research-supported answers to the following questions: did the implementation of the project «Roma Education initiative-Montenegro» result in any quantitative or qualitative changes in the integration of Roma children into the educational and upbringing system; were the educational and upbringing tasks that were to result in better educational achievements of the Roma students in primary schools achieved and was there a change in the views of the participants in this project (among Roma students, parents, councilors, teachers, Roma assistants and coordinators).

Our research showed that:

- Desegregation gave positive effects both – on minority Roma children and on majority children. Desegregation enabled introduction of multi-culturalism into pre-school institutions and primary schools by introducing Roma and non-Roma children to alternative cultures, and at the same time it promote attitudes of tolerance toward other cultures, and toward differences.
- Pre-school desegregation in our study as a REI intervention strategy was successful.
- Desegregation, with a very small number of Roma children included into each classroom (less than 3) is not efficient enough. In such circumstances Roma children still feel a certain level of anxiety (according to the data from Roma assistants).

- If the desegregation is not connected with the new methods and forms of work (cooperative learning, workshops, introduction of evaluation, and not only testing in the assessment of achieved results, individualized work), on its own it doesn't give results.
- Desegregation positively affected achievement when there were teachers and school administrative staff with high level of self confidence in realization REI initiative.
- Desegregation is successful if the parents of minority and majority children are involved in school and classroom activities. The quality of interaction between the parents and the school is especially important.
- Desegregation affected the complex processes among children, not only the academic results of Roma and non-Roma children, but it also affected their educational aspirations.
- Quality of desegregation affects the level of achieved educational outcomes, just as the educational outcomes affect the quality of desegregation of Roma, as well as the non-Roma children.
- Desegregation affected the overall development of personality of Roma and non-Roma children: development of self-respect, interests, motivation, will and persistence in work.

Recommendations:

- To introduce more of the multi-cultural values into the curriculum and practice of the educational and upbringing work at the pre-school, as well as the primary school level. To eliminate ethnic bias from textbooks, if it occurs.
- To secure inclusion of as many Roma children into pre-school institutions as possible, being desegregated as early as possible. If that is not possible, to secure under the same conditions the preparatory work for them to start school.
- In the upbringing groups of the pre-school institutions and in the classrooms of the primary school include more than three Roma children wherever possible. So, it is better to have less classrooms with more Roma children, than to distribute them equally in all the classrooms of the primary school.
- To secure training of the teachers to work in specific conditions: they got involved in the REI project independently, they are motivated, but need further education.
- In selecting the schools and classrooms, principals and teachers, try to identify, through interviews, the characteristics of their views towards desegregation, because it is exactly on them that the success of integration of Roma children into the school and the classroom depends upon largely.
- Parents of the Roma children have not cooperated sufficiently with the school. They were not sufficiently informed about the possibilities, forms and contents of cooperation, so they did not get engaged. The number of Roma children who gave up further schooling would have been smaller if the parents were involved in this cooperation in a larger number, if Roma parents had been more informed about the possibilities for cooperation, and if more attention had been paid to welcoming them in to the school, it is likely that fewer Roma children would have given up on their schooling.

- Roma assistants emphasize that for them the most valuable fact is that some Roma children have achieved extraordinary results. The parents of those children want their children to continue with their schooling, and the children have higher aspirations. Thus, the teachers and the school must try to develop the level of aspirations among Roma children, for example, especially in the fourth grade, as such stimuli the Roma children cannot receive from their parents, nor in their social environment.

Successfully integrated Roma children are self-confident and have a more developed level of self-respect, they are more prompt to check their capabilities and express their interests. To develop further free and extra-curricular activities, respecting the principles of desegregation that are especially suitable for direct communication and for the expression of individual capacities (music, sports, acting), which actually means to further maximize participation in extra-curricular activities that promote intercultural interaction.

ROMA EDUCATION INITIATIVE IN MONTENEGRO

2. INTRODUCTION

Implementation of the project “Roma education initiative in Montenegro” started in December 2003 by bringing together the partners for the implementation of the project – through signing of the Memorandum on cooperation between: the Foundation Open Society Institute, Representative Office Montenegro, UNICEF-Sub Office Montenegro, Ministry of Education and Science of the Republic of Montenegro, and the Pedagogical Center of Montenegro (Step by Step Program), through the involvement of the NGO’s, “Početak”, Nikšić and Infants - Children, Rožaje and Non Roma NGO’s “SOS phone for Women and Children – Victims of Violence, Red Cross of Montenegro, through the creation of the project, problem analysis and harmonization of activities and responsibilities, and in the end through the implementation of the project itself.

The REI Project Steering Committee was established, which consisted of the representatives of the donors (OSI-Budapest, OSI-Branch Office Montenegro, and UNICEF representatives), together with the representatives of the institutions that are among the most important ones for the direct implementation of the project (Ministry of Education and Pedagogical Center of Montenegro), with the aim to monitor and timely solve the problems related to the implementation of the project. In the periodical analyses from 2004 to the end of June 2005, together with the members of the internal and external evaluation, the Committee monitored the implementation process, directed and encouraged some activities, made decisions, intensified the work (e.g. of the coordinators), thus, it had full insight into the activities related to Roma education

initiative, which are implemented in practice and analyzed the alternatives for the adoption of decisions related to the project. The Ministry of education and science coordinated all the activities related to the REI project in formal education, while the Pedagogical Center realized all the activities related to informal education, organization and implementation of educational training programs for the teaching staff participating in the REI project, both in formal and informal education.

The donors of the REI Project in Montenegro did not only provide the finances for the project, but continuously gave expert support to the Project: this means that they were involved in solving the issues related to desegregation, integration, education of Roma students, education of the teaching staff to work in the desegregated classrooms, as well as in relation to the organization of monitoring. The process of evaluation was also implemented through continuous cooperation with the OSI evaluation representatives: from the beginning of the project and planning of the external evaluation, through the development of the concept, instruments for research and evaluation, to the planning of the evaluation process (having in mind the SBS philosophy and the precisely defined dynamics of each phase of the evaluation activity, the implementer of the process and the planning of the expected results), and in the end expert assistance was organized in the preparations to write the Report of the external evaluation for the whole Project.

The reform of the system of education and upbringing that is currently underway in Montenegro has complemented the positive social and political context, as the basic requirements of the reform are fully compatible with the goals and requirements of the Project “Roma education initiative”. The main goals of the reform, as well as of the project, are related to the provision of equal opportunities for access and involvement of every child into the educational processes, securing success and good upbringing conditions for the development of children in the pre-school age and in the schooling process, with the emphasis on the adjustment of the kindergartens and schools to the needs of children, irrespective of their talents, capacities and social and economic status.

The basic preconditions of the Roma Education Initiative in Montenegro were as follows:

- To create a national strategy that will secure a higher degree of education accessibility to Roma children,
- To create a local strategy of full democratization of education, starting from the local characteristics and educational needs of Roma children,
- To support educational and upbringing institutions in creating an action plan of inclusion of as many Roma children into the existing kindergartens and primary schools as possible, which is in accordance with the proclaimed principles of the education reform,
- To create a positive socio-emotional climate in the institutions in which Roma students will be accepted and in which interactive ties between Roma and non-Roma children will be developed,
- To stimulate inclusion of Roma assistants into the educational work with children and to contribute to their vocational education for that work.

Starting from the basic preconditions for the successful realization of the Roma education initiative, the models of effective inclusion of Roma children into the educational and upbringing system were created at all three levels of the strategy: national level, local level and the level of the specific educational and upbringing institutions. At the national level there were expert groups established in the Ministry of education, the views on the inclusion of Roma children and other minority groups were incorporated into the documents related to the system of education and upbringing of Montenegro; at the local level there were teams formed from the representatives of the local authorities, the educational and upbringing institutions and the Roma NGO's.

The program was implemented in Podgorica, Nikšić and Berane, with the participation of Roma and non-Roma organizations, educational institutions and local authorities.

3. MAIN GOAL AND OBJECTIVES OF THE PROJECT

The main goal of the project Roma education initiative in Montenegro is to integrate Roma children into the existing educational and upbringing system at all levels of education, and to secure equal accessibility to quality education for Roma children, through the achievement of the following objectives:

- To create the educational and upbringing strategy for the integration of Roma children and youth into the system of education and upbringing at the national level.
- To create the educational and upbringing strategy for the integration of Roma children and youth into various institutions of the system of education and upbringing at the local level.
- To prepare pre-school and primary school institutions for the implementation of the program.
- To create, implement and evaluate the model of quality integration of children into the educational system at the pre-school and primary school levels.
- To stimulate Roma teaching staff to engage in further education – to secure University curriculum for the education of Roma assistants.

The external evaluation included the third and fourth task of the Project, to determine the level and quality of institutional integration of Roma children into the regular system of education and upbringing at the pre-school and primary school level. Thus, the external evaluation is focused on the analysis of results related to desegregation and academic results achieved in regular educational and upbringing institutions in the period 2004-2005, in which the Project was implemented.

4. METHODOLOGY

The goal of the evaluation is to secure research-supported answers to the following questions: did the implementation of the project «Roma Education initiative-Montenegro» result in any quantitative or qualitative changes in the integration of Roma children into the educational and upbringing system; were the educational and upbringing tasks that were to result in better educational achievements of the Roma students in primary schools achieved and was there a change in the views of the participants in this project (among Roma students, parents, councilors, teachers, Roma assistants and coordinators).

4.1. Research and/or evaluation questions and links to REI outcomes and indicators

The external evaluation should answer to two groups of research questions: a) the first group relates to the issues of the integration of Roma students into the upbringing institutions, and b) the second group of issues relates to the achieved educational results of the Roma children during this school year.

a. Research issues related to desegregation:

1. How and to what extent was the integration and desegregation of Roma children into the regular system of education in Montenegro achieved?
2. Were the educational institutions more accessible to Roma children?
3. How well did the Roma children get integrated into the classrooms?
4. How did the desegregation affect the views, perceptions and relations among the participants of the educational and upbringing process (students, parents, VASPITACI, teachers, Roma assistants and school coordinators)?

The indicators that will be used in the evaluation are as follows:

- Number of Roma children included into pre-school institutions
- Quality of preparation of Roma children to start primary school
- Satisfaction of Roma children with their stay in the pre-school institution
- Number of Roma children enrolled in primary school
- Number of absences – justified and unjustified among Roma children
- Characteristics of interactions between Roma and non-Roma students
- Views of the teachers and parents about integration of Roma children into the education process
- Characteristics of the communication of the teachers with the Roma parents.

b. Research issues related to educational results

1. To what extent was the quality of educational and upbringing work improved in the desegregated classrooms?

2. Did the overall school achievement of the Roma students improve and to what extent, having in mind the defined upbringing goals in the pre-school institutions and standards of the school achievements in primary schools?

Educational results will be analyzed on the basis of the following indicators:

- General achievements of the Roma students by specific grades
- Special achievements in the following subjects: mother tongue, mathematics, nature and society, physical education and music
- Number of students who dropped out of school.

4.2. Overview of methods used

The research started in June 2004 with the screening of the views of the students, parents, teachers, Roma assistants and coordinators in relation to the need, possibilities and strategy of desegregation of Roma children at the level of the classroom, as well as at the institutional level. The results of this research represented the base line for comparison and drawing conclusions on the results of the implementation of the program.

In the period after the initial research there was an intensive education of the teaching staff organized, as well as of the parents, and it was organized by the Pedagogical Center of Montenegro: Step by Step Preschool-basic and advice, Step by Step Primary-basic and advice, RWCT Primary Anti-bias-basic.

The next phase of the research was implemented in December 2004 and was aimed at identifying the changes in the views towards the integration of Roma children into the educational and upbringing system, screening of the changes that took place in kindergartens and primary schools, but also changes within classrooms. Namely, for the first time there was a sociometric research organized. It was organized only in December because it was necessary to leave enough space so that the groups of students included in a specific classroom can start their transformation into collectives, and so that the children get to know each other and develop rich interactive relations.

The third phase of the research was organized in June 2005, at the end of the first school year in which the program was implemented. This research also included all the questions related to the views of the participants in the process of education and upbringing and integration of Roma children into the upbringing system, as well as the issues of integration itself in the classroom through sociograms.

All the research phases were based on the same methodology, with the same research instruments and using the same sample.

The following methods were used in the evaluation of the «Roma Education Initiative in Montenegro»

- a. direct observation
- b. interview /questionnaires conducted among program participants
- c. sociometry
- d. analysis of documentation.

Having in mind the goals and objectives of the project, the following research instruments were created or adjusted:

- a. interview for pre-school children
- b. interview for primary school children
- c. questionnaire for teachers in primary school
- d. questionnaire for parents
- e. questionnaire for Roma assistants
- f. questionnaire for coordinators
- g. sociometric test.

A comprehensive external evaluation, as well as the instruments were created and implemented under guidance and consultations with Ms. Linda Lee.

Classroom (teachers) observation was organized within the pedagogical monitoring and internal evaluation, and it provided two types of important information: on one hand, the educational needs of the teaching staff for the work in these complex conditions such as the integration of students in the classroom were assessed on the basis of it, and on the other, it was used in monitoring to provide the information whether what is provided through education is implemented in the upbringing practice.

The quality of educational and upbringing work of the teaching staff was assessed on the basis of SBS standards, including the following: individualization, Learning environment, Family participation, Teaching strategies for meaningful learning, Planning and assessment, and Professional development.

4.3. Data collection process

Organization of research involved the implementation of instruments and collection of data in three research phases. The sample consisted of the following educational and upbringing institutions:

Table A. The sample for research studies

Podgorica

Preschool JPU « Ljubica Popović », kindergarten «Jelena Četković»

Primary school «Božidar Vuković-Podgoričanin»

Primary school «Marko Miljanov»

Nikšić

Preschool JPU « Dragan Kovačević», kindergarten «Sunce»

Primary school «Mileva Lajović-Lalatović»

Berane

Kindergarten «Radmila Nedić»

The basic idea was to monitor the process of integration of Roma children at the pre-school and primary school level, but continuously. Thus, for each primary school there was one pre-school institution selected.

Table B. **The sample structure in research studies**

Structure of sample	Podgorica n	Nikšić n	Berane n	Total n
Preschool Roma children	37	8	8	53
Preschool Roma parents	37	8	8	53
Primary school Roma children	606	75	66	747
Primary school Roma parents	609	75	66	750
Preschool Teachers	3	2	4	9
Teachers	14	3	4	21
Roma TA in Kindergarten	3	1	1	5
Roma TA in primary school	4	2	2	8
Coordinators	3	2	2	7

4.4. Description of analytical techniques used

Starting from the characteristics of the data, goals and objectives of the project, the primary tool used was descriptive analysis, as well as the qualitative analysis. If the acquired data enabled to do so, for better interpretation, they were grouped into the categories for comparison between various sub-samples. Depending on the characteristics of the data, various techniques of statistical data processing were used: calculating correlation between the tested variables, as well as the importance of the differences through the use of: correlation, T-test and analysis of variance.

4.5.Challenges and Limitations

1. The biggest problem in the implementation of this program and its evaluation was the time barrier – the time limitation. Having in mind the complexity of the integration process, the comprehensive character of the agents that have to act simultaneously and in a harmonized manner, in order to achieve changes in the form of democratization of the overall system of education and upbringing, the

time period of one school year is so short that it only enabled integration of action and creation of necessary preconditions to start the process of change. Although extraordinary results were achieved in that initial stage, which are the most difficult ones to achieve, as they require starting the process at the national, local and institutional levels, in order to achieve sustainable results related to the Roma Education Initiative, the work on this project should continue. Especially because in Montenegro there has been developed a good expert, social, legal basis, and in practice there has been a wide educational initiative started that it would be hard to imagine stopping further activities now.

2. In the evaluation after this short time, it was seen that more significant changes were achieved at the individual level (they can be documented through the analysis of documentation, interviews and analysis of the case study), but using the sample and the mechanism of statistical conclusion-drawing they are hardly visible, which is understandable – after only one year of implementation of the comprehensive approach and the comprehensive inclusion of all agents that can contribute to the educational system changes.
3. The next problem occurred in relation to the sample. Although the sample was big enough to secure good conditions to make general conclusions, depending on the research question that we were seeking the answer for, it had to be changed and modified into sub-sample. Thus, in the part of the research in which the interaction in the classroom was analyzed as a factor of desegregation, among 34 classrooms the situation with interaction is totally different. In this research strict criteria of full harmonization were used, which means that the classrooms in the first and the second sociometric research were of the same composition; if different children were absent that day as compared to the first research, this classroom was not taken into consideration in the sub-sample for the statistical processing, as it is impossible to compare the sociograms in which even just one student is present that did not participate in the initial research.
4. There was also a problem related to the identification of Roma participants, respecting the rule of anonymity and their self-definition, without asking the direct questions on their nationality. This related equally to the Roma children, as well as to the Roma parents. Naturally, these difficulties should have been taken into consideration in the research phase, as well as in the phase of interpretation and evaluation of the acquired data. The Roma who become successful in school or in the social environment don't want their nationality to be known any more, and at the same time those are the indicators of the success of the project and this program.
5. There were also some problems related to the communication with children of pre-school age and children of primary school age, who only speak Roma language. Through the engagement of the Roma assistants these problems were a

little bit reduced, but it is exactly this fact that represents the barrier for integration of children into the upbringing groups and classrooms, as well as for the educational influence on their development. Not knowing the language in which the educational and upbringing work takes place requires a longer-term and careful process of introduction of children and more thorough educational strategies to keep such children in the system of education and upbringing.

5. DISCUSSION OF FINDINGS

Starting from the defined goal and objectives of this project and the program «Roma Education Initiative in Montenegro», the acquired data from this extensive empirical research will be analyzed. Special attention will be given to the discussion on:

- a. improved integration of Roma children into preschool and school institutions, and
- b. improved educational achievements of Roma children

5.1. Findings in integration of Roma children in school institutions

5.1.1. Preschool children

The integration of Roma children was monitored in three locations: in Podgorica, Berane and Nikšić, and the program included 53 Roma children. The educational and upbringing program was organized in the form of standard pre-school groups and in the form of preparatory groups.

In the Project “Roma education initiative in Montenegro” special attention was given to:

- stimulating emancipation and integration of Roma children into pre-school institutions
- development of tolerance among children and readiness to accept differences
- incorporating as many Roma children as possible
- care for the health and development of sound living habits
- work with parents in the form of assistance in upbringing children.

The results of evaluation were acquired on the basis of the interviews with Roma and non-Roma children, survey among councilors and Roma assistants, and they showed that children of this age integrated easily and quite well into the educational and upbringing groups.

The first problem that Roma children are faced with is the fact that 30% of them don't know the language in which the dominant part of the communication in the social environment takes place: Montenegrin, Serbian, Croatian or Bosnian/ Muslim (hereinafter called: Montenegrin-Serbian), and this means that they have a problem both

with communication and with integration. This problem was overcome by the engagement of Roma assistants in the work with children, on one hand, and by the organization of upbringing activities with children that required communication, but not the language skills: such as drawing, modeling with various materials, and finally, by organizing joint games, and this also helped develop the sense of social security among Roma children, it reduced the social distance between children and communication became richer and more spontaneous. Roma children quickly developed a visible capacity to understand Montenegrin-Serbian language (Bosnian/Muslim or Croatian) although they were still less able to speak it.

Roma children that came with a relatively good knowledge of the Montenegrin, Serbian, Bosnian/Muslim or Croatian language, engaged in communication mostly in that language, development occurred in acquiring grammar rules of the language, through games their vocabulary was enriched, they started speaking clearer and the accent also improved.

In the initial phase of integration, with the arrival to the kindergarten, the Roma children were, according to our research, shy (68%), quiet (90%), unsociable (63%), mostly spent time with other Roma children, dominantly communicated in Roma language, while at the end of the year these characteristics were kept by 30% of the shy, 66% of quiet kids, and over time others developed the capacity to communicate. From the limited knowledge of the language, characteristic short sentences and quiet speech, they developed full, spontaneously formed sentences, free of shyness and participating in more complete forms of communication.

In this situation an important contribution proved to be the work in kindergartens organized by the NGO's (as a form of informal education), which contributed to faster socialization of children. Significant data is that for the first time in the history of the kindergarten in Berane there were 8-10 Roma children that enrolled, thanks to the established good communication with the NGO "Deca-Enfants", as well as their good preparation of children for the enrollment into kindergarten and the formal system of education and upbringing. Also, the cooperation in Niksic between the NGO sector and the kindergartens proved to be successful and fruitful.

Presence, or regular attendance of Roma, as well as non-Roma children is satisfactory. Comparatively, it went from 64,8% to 94,4% for Roma children, and 68,4% to 78,1% among non-Roma children. The flu, and some other health problems were the cause of absences in the majority of the cases.

The changes occurred also in the gender structure of the enrolled Roma children. There is a mild improvement in the number of female children enrolled in a preschool institution: from 38,24% in the first phase of the research, to 42,59% in the last phase of the research. The percentage of enrolled boys went down from 61,76% to 57,50%. A more intensive involvement of female children in the kindergartens occurred in phase two of the research, and although it was a mild increase, it meant on one side that Roma parents assessed the work in the kindergarten in the previous phase positively and found it

valuable, and on the other hand, these processes resulted in Roma families being more willing to send their daughters to kindergarten .

Sociometric research gave the following results: both Roma and non-Roma children most often selected pairs among themselves (in the beginning it was more than 90%). Roma children mostly communicate with their cousins, since more families got involved in the program if they learn about the positive experiences of the previously enrolled Roma children. Non-Roma children, out of three free, positive choices, in 86% of the cases selected one Roma child. This data would be especially important if the researchers were able to check whether these choices were made freely or under the influence of the councilors and Roma assistants who noted the answers of the children to the sociogram questionnaire. Still, on the basis of the other instruments it was definitely proved that the social distance in the desegregated groups was reduced, and the sociogram showed clearly that the number of negative choices does not differ among the compared groups, i.e. there is a similar distribution of these choices among all, and there were no rejected children.

Satisfaction of Roma children was measured by their subjective sense of happiness in the kindergarten, and it can also serve as an indicator of their integration. Table 1.

Table 1. Satisfaction of Roma children with their stay in the kindergarten

Roma children	First study		Second study		Third study	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Happy all the time	28	82,8	26	68,4	32	80,0
Happy most of the time	1	2,9	12	31,5	8	20,0
Sometimes happy	3	8,8	-	-	-	-
Never happy	2	5,8	-	-	-	-
No response	-	-	-	-	-	-
Total	34	100	38	100	40	100

On the basis of the table analysis it is obvious that in the first research 82,36% of them were happy all the time in the kindergarten, but there were also some children who were happy most of the time, who were happy sometimes, and those who were never happy, however, with their stay in the kindergarten they became happier and more secure and these categories that speak about being partially happy disappear completely, the children become more integrated, more secure and thus, happier.

The Roma children gave various answers to the question what they like in the kindergarten: that they can play there, they have toys there, they can study there, (in the second and third research they said they liked the teacher, which is an indicator of good communication of the teachers with children), but a common answer in all three researches was that in the kindergarten they can socialize, which brings us to the conclusion that in the kindergarten Roma children develop increasingly positive views about it.

The identity of the pre-school children was analyzed through associative answers, the top five associations to the question: If someone asked you “Who are you?” what would you say. The answers are presented in Table 2 and they show:

Rank	Indicator	Frequency	Percent
1	First and Last Name	26	49,0
2	Age	13	24,5
3	Nationality	11	20,7
4	Family	2	3,7
5	Gender	1	1,8
Total		53	100

Table 2 shows that: the identity is usually (49%) tied to the first and last name – I am “first and last name”, then (24,5%) to the age – I am a child, and on the third place there is nationality (20,7%) – I am Roma, after that the family relations (3,7%) – I am Hashim’s brother/sister... and finally, to the gender (1,8%) – I am a boy/girl. It is obvious that the views related to national identity start being formed very early in the development of the children, and it is especially important to secure that these first views of the majority and minority children are formed in accordance with equal values.

Interpersonal behavior that affects establishment of pre-view dispositions either in positive or in negative direction, in this case view dispositions towards another national identity, to a significant extent depend on the cognitive configurations, which consist of the representation of social objects and social relations in which pre-school children communicate and develop. This is a cause-consequence system and if we secure the preconditions in which the representatives of the various nations will perceive each other as equally valuable, establishing positive relations between them, and this is only possible in the conditions and in the upbringing groups in pre-school institutions that fully implement the principle of desegregation, the necessary preconditions will be secured for the development of positive social views towards other national identities, which is possible in this age already and is of an utmost development importance. So, if the social views are seen as consistent reaction of an individual to certain social occurrences, and it is obvious that they start being formed already in the pre-school age by resulting from the direct children’s experience, children’s attitude towards other national identities and children’s interaction, then securing these first positive experiences that we have identified and monitored in this research is of an utmost importance.

5.1.2. Preschool parents: and social integration viewed by parents

In researching the views of Roma parents about integration of Roma children into the education system, we started from defining the social status of their families, from those indicators that we supposed could affect both the views of the parents towards the education of their children, as well as the success of Roma children in the educational process.

Out of 53 parents of the Roma children of pre-school age, 38 of them have filled out the questionnaire: in all three phases of the research there was a predominant participation of fathers – 68,4%, and mothers with 12%. It is obvious that it is the father who predominantly decides whether the child will be enrolled in school or not, it is the father who enrolls the child and later participates in the cooperation with the school. Only 12% of the mothers were involved in these activities.

Our research also shows that the educational structure of Roma families is dissatisfactory. Table 3.

Rank	Level of education	Frequency	Percent
1	Finished primary school (8 grades)	20	52,6
2	Finished four grades of primary school	17	44,7
3	Finished colleges (two years after high school)	1	2,6
4	No school	-	-
5	Finished high school	-	-
6	Graduated from Univeristy	-	-
Total		38	100

The level of education of the spouse (mother, as the questionnaire was filled out by fathers in 68% of the cases) is even lower: 39,4% has no education at all, 47% has finished four grades of primary school, and only 13,1% has finished eight years of primary school.

Parents of the Roma children usually do physical work in the communal enterprises, a bit less as drivers, and the smallest number of them work in socially owned companies. Those who are unemployed, and there are 68% of them provide for their families by selling goods in the market, from the acquired social assistance from the state and by cattle raising. Only 50% of them can cover the food expenses for their families and the cost of heating, electricity, communal expenses. As many as 34% of the Roma families don't have enough money to pay for the food. Only 5% of the families can provide the money for clothing and footwear, besides the basic expenses.

Somewhat better is the situation if we look into the living conditions: 92% of them have heating, and 92% also has electricity, 84% has TV, 78% have refrigerators, 67,7% have electrical stoves, and 21,5% of the Roma families have a car.

Having in mind these indicators of the social status of the Roma families, which have difficulties in satisfying the primary needs of every human being, it can be understood that they see education as a secondary need, and they turn to it only when the primary ones are satisfied. That is why the data from the research shows that the views of the Roma parents about education of their children are rather undifferentiated. When assessing how important is the schooling for the future of their children, on the scale ranging from schooling being very important for life and a good job, to schooling being

of a low importance or no importance at all, 78% of them said that it is important to a certain extent. So, 28% of the families give it even less importance in the hierarchy of social values. These data that were acquired in the first phase of the research required providing for a more intensive work with the parents in parallel with the integration of children into the educational system. Namely, the way a parent evaluates education directly affects his/her attitude towards the school and the process of education of his/her child: it directly affects whether the child will be sent to school, whether he/she will come to the meetings of the parents in school, to what extent he/she will be interested in the academic results of the child, whether he/she will reward educational achievements of the child, and respect the child if he/she achieves good results in school. Exactly these aspects were the subject of the education of parents, with the aim to develop the most positive characteristics of their attitude towards education.

When assessing what is the most important thing for the future of their children, Roma parents decide on the basis of the following system of values: (Table 4)

Table 4. For my child the most important thing in the future is:			
Rank	Values	Frequency	Percent
1	To help people	38	100
2	To earn as much money as possible	30	78,9
3	To achieve success in the work he/she does	30	78,9
4	To be educated and to finish the highest possible level of schooling	20	52,6
5	To live the life as nice as possible	10	26,3
6	To be famous and popular in the public	10	26,3
Total		38	100

Out of the above mentioned values, the parents could have chosen three that they found the most important, so we got various combinations of choices, but the rank was created according to the most commonly chosen ones. It is obvious that social solidarity stands out as the most important value, which is a purely altruist value – assisting others. It occurs among all the parents, and then, by importance follow: material values, social success, education, good life and finally, popularity.

Fore more than one half of the parents education represents something that they want their children to get, which means that they have positive value orientation towards education and that it is necessary to enable them to achieve that orientation through the inclusion of their children into the educational system.

Exactly for that reason when asked whether they feel that is important for their child to go to kindergarten every day, they all agree and say that it is important, emphasizing that this will enable their children to: start learning already at the pre-school level, to better

prepare for school, to learn the language before starting school, to socialize with other children, and that it is better for them to go to the kindergarten than to play on the street.

The language of communication in the Roma families is presented in table 5.

Rank	Language of communication	Frequency	Percent
1	Some other language – Albanian	38	100
2	Only Roma language	30	78,9
3	More often Roma than Montenegrin language	30	78,9
4	More often Roma than Serbian language	30	78,9
5	Both languages equally	15	39,4
6	Only Serbian	3	7,8
7	Only Montenegrin	-	-
Total		38	100

All the families speak Albanian, but in most of them they also speak Roma language (78,9%). One encouraging thing of a special importance is that they cherish their Roma language of communication, and also introduce the language of the community (in 78,9% of the families) – Montenegrin or Serbian, and in 39% of the families they use both languages equally, thus those families are actively preparing the children to enter the schooling system and to overcome language barriers more easily, which is the important cause for the Roma population to enroll children in the pre-school institutions – so that they learn well the language in which they will engage in the educational and schooling process.

5.1.3. Preschool teachers

The councilors participating in the REI project have a relatively long counseling experience with the children of the age ranging from 6 to 10, and according to their answers in the interview and in the questionnaire, this program represents a challenge and a new experience in their work, a desire to enable all children to get enrolled in the kindergartens, a desire to help Roma children, a possibility to do something humane, and an opportunity to meet the Roma population.

All of them were involved in various forms of vocational training: there was special information and education organized for the REI project, then, the kindergarten – Roma in it, SBS programs, inclusive education, programs related to the development of art skill among children, and later on RWCT, Anti-bias program, and others.

Qualitative changes in understanding their role within this project are obvious on the basis of the perception of the purpose of their work (Table 5.)

Table 5. Purpose (goal) of work of the councilors in the REI project		
Phase one: June 2004	Phase two: December 2004	Phase three: June 2005
Work in overcoming prejudice	Work in overcoming prejudice	Work in overcoming prejudice
Informing the kids about the daily schedule	Maximum engagement to educate children in accordance with their capacities	Maximum engagement to educate children, combining individual and cooperative work
Informing the kids about the rules of behavior	Socialization of Roma children and integration into the classroom	Work in various centers, respecting the differences
Adaptation of children to the kindergarten		
Organization of activities in order to gain experience and knowledge		
Preparation and information of parents about the program		
Informing the kids about the hygiene in the kindergarten and development of hygiene habits		

Changes in the views of the councilors in relation to their main goals and activities related to REI have changes and improved in quality as the REI project implementation progressed. Among these research phases there was education organized, then they started introducing new contents and activities into their work, and as a result we have these qualitative changes. In phase one the councilors mentioned as the main activities the ones that they used to organize previously in the kindergartens, adding to that: work in overcoming prejudice, which remained an important goal until the end; however there have been changes in the following goals: there will be a reduction in the number of activities, but they will lead to the more significant changes in the work with children in a qualitative sense. The councilors now emphasize that for the integration of Roma children the most important thing is to individualize that work, especially in the beginning – in the phase of adaptation to the kindergarten, and to work systematically on their integration into the upbringing groups. In the third phase of the project, and of our research, as well, the councilors emphasized the need for a unified effort to overcome prejudice, for the socialization of Roma and non-Roma children, the need to work

systematically on respecting the differences (gender, nationality, social differences, etc), and finally, they emphasize the need to individualize that work and adjust the contents of the program to those needs.

Changes in the views of the councilors are also obvious when they assess the REI project, evaluating it through three indicators: importance of REI project, quality of REI project and applicability of REI project: Table 6.

Characteristics	First research	Second research	Third research
Importance of REI project	5	5	5
Quality of REI project	4	4	5
Applicability of REI project	3	4	5

In the beginning the councilors evaluated the project as important, and on the scale form 1 to 5, they graded it 5. So, from the very beginning they felt that the REI project is extremely important and that the social problems that are tried to be solved by the REI project are such that they deserve special attention and effort not only of the educational institutions, but of the society in general. Still, in the first phase, the quality of the project was graded 4 (grade range was from 1 to 5), and its applicability with 3. Already in the second phase, after 6-months of participation in the project, the councilors felt that it is feasible, and its applicability was then graded 4. In the final phase, in June 2005, after one school year of participation in the implementation of the REI project, the councilors found it important, quality one and applicable, and graded all three categories with 5. This is the time when the first visible results show, the results that are measurable, and that affect the development of enthusiasm among all the councilors that participated in the project.

The councilors participated in the independent creation of workshops and activities that have contributed to the overcoming of prejudice towards the Roma children and their integration into the kindergarten. In the beginning, these activities were directed towards the organization of meetings with the parents of non-Roma children, and introducing them to the REI program, and the workshops on the upbringing work with children (together for Roma and non-Roma parents) that were created on the basis of the Anti Bias program, and were implemented together with the pedagogue and the psychologist of the kindergarten, and in the third phase of the project there were workshops organized for all the parents to prepare children's books, dolls and to involve them in the activities of the kindergarten.

Parents meetings were organized in the kindergarten, but in the first phase the councilors and the Roma assistant organized them also in the Roma community, as the parents did not respond to the invitation to come to the meeting in the kindergarten. In the following phases there were only meetings organized in the kindergarten and approximately one half of (both Roma and non-Roma) parents attended. In the second and third phase the changes in cooperation manifested through a more emphasized individual cooperation with the parents. This form of communication proved more efficient, and contacts with

the Roma parents became more direct, they were organized during the hours that were suitable for the parents to attend. This kind of communication was organized “when needed”, and it related to the health problems of the children, the interests that the child demonstrated at home, the importance of enrolling children into school, and finally, to the assistance provided to parents in preparing the child for school.

Through the participation in the REI project they have innovated the direct educational and upbringing work with children, with the aim to stimulate integrative activities in the upbringing groups: they have organized joint work with blocks, puzzles, coloring books, they have introduced the games for the development of logical thinking, joint research activities, they have intensified the activities in the areas of interest, work in small groups (always created on the basis of a new criterion), they have organized workshops in which children expressed their desires, needs, ideas and imagination, they organized role-play, etc.

Asked the question what would contribute to their more efficient work on the integration of children and achievement of the goals of the REI project, they emphasized the following: it is necessary to provide for them further quality education, possibility to exchange views with the councilors working on the same tasks in different social, cultural and economic environments. They fight for a smaller number of children, more disposable materials, didactical tools, toys, more visits of the children to the institutions in the local community, and more expert assistants of various profiles.

5.1.4. Roma teaching assistants in Kindergarten

According to the data acquired through all three research phases, the Roma assistants played a very important role in the integration of Roma children into the kindergartens. Exactly this fact influenced the increase in the number of Roma assistants from three in the beginning of the REI project, to five 2004/2005.

Although four of them have only finished primary school and one has finished high school, they fitted well into the work with the councilors, and during the project they undertook more and more complex tasks and work with Roma and non-Roma children.

Roma assistants are very satisfied with the work they perform (100%), they are satisfied with the cooperation with the councilors, according to their own assessment they are very or mostly successful in performing their tasks at work, but they also emphasize that they need additional education, vocational seminars and that they wish to continue with their education at the higher level (high school and university), in order to perform their work in a more qualitative manner.

In the beginning of the REI project their working tasks were related to: bringing kids to and from the kindergarten, and in the process of upbringing work they were directed to translating and maintaining the communication between Roma children that did not speak the language and the councilors or among children. During the school year 2004/2005, they got involved in much more complex activities in the work with children:

- 1 . they secured presence of Roma culture, tradition and language in the contents of the work with children
2. they gave a model of behavior to children
3. they connected Roma families with the kindergartens
4. they represented Roma children and their families (presented problems of the Roma children)
5. they translated for the Roma children
6. they assisted Roma children in their work.

In all three phases of research they emphasized that their basic problems were: a large number of children in groups, insufficient knowledge of the language in which the upbringing activities take place, a large number of families they cooperate with, and that number increased from 10 families in the beginning of the project, to 11, 13 and in 2005 – to 20 families, as the increase in the number of children involved resulted in the increase in the number of families, as well. They also emphasized the need to involve more Roma assistants.

According to the views of the Roma assistants, the Roma culture is present in the educational and upbringing work in the form of coloring books in which there are scenes from the life of the Roma (with text in two languages – Roma language and Montenegrin-Serbian language), Roma songs and games, Roma dolls, Roma music was played from the tapes, stories in Roma language (for all children), exchange of experiences and events from life and learning new words in both languages: food, animals, games. The children reacted positively to these contents, and accepted them as all the other activities, and expressed interest in them.

Roma assistants (all of them) feel that the councilors have fully accepted them, so, they felt integrated into the councilor groups, and when it comes to the relations between children, on the basis of the offered scale, they gave the following assessment: Table 7.

Table 7. Relations between Roma and non-Roma children in my group are:				
Relations between Roma and non-Roma children	Very present	Present	Present to a small extent	Not present
Activities	Percent	Percent	Percent	Percent
They work together	100			
They play together	100			
They demonstrate mutual acceptance and respect	100			
They play and talk to each other	100			
They insult each other				100
They fight				100

According to the observations of the Roma assistants, children in kindergartens establish good relations, they play together and accept each other irrespective of the cultural, economic and other differences.

5.1.2. Primary school children

The process of integration of Roma children into the classrooms in the primary school was monitored using the sociometric questionnaire in December 2004, meaning in the end of the first semester, and in June 2005, in the end of the school year that they spent working and learning together. Besides that, all the children participated in filling out the questionnaire, in which they gave answers, among other questions, to the following questions: how they felt in the joint classrooms, whether they felt accepted and to what extent, whether they socialized with others, what were the relations between them (students), and what was the attitude of the teachers and Roma assistants towards them.

5.1.3. Results of research of the process of integration of Roma children into the desegregated classrooms

Sociometric research included all the classrooms in which REI project was implemented, which were multicultural by their structure, and in all three locations, and we tried to secure processing of data, in the sense of continued monitoring of the process of integration with respect to age, that is, grade, so we have included the classrooms from second to the sixth grade. However, in order to process the acquired data we used strict criteria of equalization between the first and second research phase. Namely, we have selected only those classrooms which had absolutely the same structure of students present in both research phases. The reason for this was that even the smallest changes in the presence of the students in the classroom resulted in different structures and relations in the sociogram, and all this made the comparison and conclusion-drawing more difficult. Having all this in mind, the sub-sample in the sociometric research had 277 students in phase one and 277 students in phase two of the research. The structure of the sample is given in Table 9.

Sample	Frequency	Percent	Valid Percent	Cumul. Perc.
Roma children	45	16,2	16,2	16,2
Non Roma children	232	83,8	83,8	100
Total	277	100	100	

On the basis of the table it can be seen that this sociometric analysis included 45 Roma children and 232 non-Roma children attending four different primary schools (Podgorica 2, Nikšić 1 and Berane 1). In percentages, this meant 16,2% Roma children and 83,8% non-Roma children.

The frequency of students towards desegregated classrooms is presented in the upcoming Table 10 and it involves continuity from second to sixth grade. In the first grades it was impossible to make a balance between the classrooms for the above mentioned reasons, and the teachers also mention that there was a relatively long period of flu that occurred right at the time of the first sociometric survey.

Grade	Frequency	Percent	Valid Percent	Cumulative Per
2	82	29,6	29,6	29,6
3	84	30,3	30,3	59,9
4	63	22,7	22,7	82,7
5	27	9,7	9,7	92,4
6	21	7,6	7,6	100
Total	277	100	100	

The research included more children from second, third and fourth grades, three classrooms from each, and one classroom of fifth grade and one classroom of the sixth grade. However, although there was a small number of classrooms, the evaluation included these grades, as well, in order to get an insight into whether the process of integration and social relations in the classroom changes after finishing fourth grade.

After the description of causes, sample structure and its characteristics, it is now possible to give the analysis of the social interaction in the classrooms and it is presented in Table 11 in the form of the total number of positive choices that were made by both Roma and non-Roma children, having in mind both research phases.

First study No of choices	First study Frequency	First study Percent	Second study No of choices	Second study Frequency	Second study Percent
0	91	32,9	0	80	28,9
1	63	22,7	1	59	21,3
2	27	9,7	2	34	12,3
3	29	10,5	3	32	11,6
4	19	6,9	4	24	8,7
5	12	4,3	5	13	4,7
6	8	2,9	6	11	4,0
7	5	1,8	7	8	2,9
8	7	2,5	8	4	1,4
9	5	1,8	9	3	1,1
10	3	1,1	10	1	,4
11	2	,7	11	3	1,1
12	2	,7	12	1	,4

13	1	,4	13	1	,4
14	2	,7	14	2	,7
15	1	,4	16	1	,4
747	277	100	757	277	100

On the basis of this table of the overall positive choices it is already obvious that the integration process started and is ongoing. The total number of positive choices: in the first research it was 747, and in the second – 757. In the second research there are 10 more positive choices, or an increase of 3,6%, which does not represent a significant change, but it shows that the process of integration is underway, having in mind the overall sub-sample (including Roma and non-Roma children), and having in mind all the involved grades (II to IV) of the primary school.

Further analysis of table 11 shows that in the first and the second research (or survey) there were many students who did not choose, nor were chosen. In this research they can be categorized as insufficiently integrated or non-integrated, and their number in the first research was 91 or 32,9%, and in the second research – 80 or 28,9%. Although we cannot be satisfied with such a high number of the non-integrated or isolated students, still, the mentioned data shows that their number is reducing by 11 or by 4%, which is also a strong confirmation of the existence of integration.

Assessing as a whole the characteristics of interactions and the characteristics of the social structure in these classrooms of the primary school from Table 11, according to the number of positive choices all the children can be classified into certain categories, that will be presented in Table 12.

Groups of students	First study Frequency	First study Percent	Second study Frequency	Second study Percent
Non-integrated	91	32,8	80	28,8
Integrated	119	42,9	125	45,1
Popular	56	20,2	63	22,7
Very popular	8	2,8	7	2,5
Stars	3	1,1	3	1,1
Total	277	100	277	100

Table 12 was created in such a way that the first group of students consisted those who did not get any positive choices and we consider that they are insufficiently integrated – there were 91 or 32,8% of them in the first research, and in the second there were 80 of them, or 28,8%, and we have already commented that reduction as an indicator of the integration process. However, there are similar changes in the structure of other groups of students, as well: there is an increase in the number of integrated students, and those are the ones that got 1, 2 or 3 positive choices, so their number increased from 42,2% in December 2004 to 45,1% in June 2005. The group of popular students, those who got from 4 to 9 positive choices increased from 20,2% in December to 22,7% in June; very popular, who got from 10 to 13 positive choices reduced from 8 to 7 students, and the number of stars, or those students who got 15 or 16 positive choices, meaning that they

are seen as desirable friends or collaborators by more than half of the classroom were 3 in the first, as well as in the second research.

Within the sociometric research the students also answered the questions on who they would not wish to work with, share the table with, or socialize with in their free time. Namely, the social distance between the students was analyzed and the relations of rejections, in order to get a clearer picture of the interaction within the classrooms in which Roma and non-Roma children studied and worked.

The data acquired about the relations of rejection are presented in Table 13.

Table 13. Negative choices of Roma and non-Roma students: comparison					
First study No of choices	First study Frequency	First study Percent	Second study No of choices	Second study Frequency	Second study Percent
0	114	41,2	0	123	44,4
1	58	20,9	1	45	16,2
2	24	8,7	2	21	7,6
3	12	4,3	3	22	7,9
4	12	4,3	4	12	4,3
5	11	4,0	5	6	2,2
6	9	3,2	6	8	2,9
7	7	2,5	7	9	3,2
8	7	2,5	8	7	2,5
9	4	1,4	9	5	1,8
10	4	1,4	10	5	1,8
11	5	1,8	11	1	,4
12	1	,4	12	6	2,2
13	2	,7	13	2	,7
14	3	1,1	14	1	,4
15	1	,4	15	1	,4
16	1	,4	16	1	,4
17	1	,4	17	2	,7
18	1	,4			
795	277	100	814	277	100

According to the data presented in Table 13, the biggest group shows no social distance in relation. That involves 114 of them, or 41,2% in the first research, and 123 students, or 44,4% in the second research. They are presented in the table as students with no negative choices.

If we analyze the table further, having in mind the groups in the classroom that we have made for the purpose of a more detailed interpretation and having in mind the positive choices, we can differentiate the following groups: children who got between 1 and 3

negative choices, and who can be called partially unpopular – there were 94 of them in the first research, and 88 in the second one, which shows that this group has reduced by 6 students in the overall sub-sample. The third group consists of the students who got between 4 and 10 negative choices, and there were 50 of them in the first research, and 47 in the second, and we can call them the group of unpopular students, emphasizing that there has been a certain reduction in their number. In the fourth group, consisting of the very unpopular students in the classrooms, there were 12 students in the first research, and 14 in the second. And finally, the fifth group consisted of the students who are totally unpopular, and as many as 14 out of 17 students did not want to socialize with them. Those were the students who had serious difficulties fitting into the joint work, respecting the discipline in the classroom and there were 6 of them in the first research, and 5 in the second. So, in this group there was a reduction of negative choices.

The mentioned data are extremely important, and they not only show that the number of negative choices is reducing, but at the same time confirm that the integration processes work and that there is a reduction of the effects of prejudice related to intolerance, and negative evaluation of differences.

Changes related to the relations in the form of: more positive relations between children in the classroom, richer interaction, and reduction of the social distance can be followed on the basis of the simplified model of classifying all the children surveyed through sociogram into three groups: those who did not receive any positive choices, those who are well integrated (have between 1 and 3 positive choices, which means that they intensively communicate with minimum one, and up to three friends in the classroom), and the third group consists of those who got more than four positive choices, and those were very popular children that would represent the core for the future and further integration in the whole classroom. The comparison is illustrated in Table 14.

Sub-groups in the classroom	First study Frequency	First study Percent	Second study Frequency	Second study Percent
0 (0 choices)	91	32,9	80	28,9
1 (1-3 popular)	119	43,0	125	45,1
2 (4-18 very popular)	67	24,2	72	26,0
Total	277	100	277	100

The comparison shows very clearly that there has been a change in the quality of interactions in the overall surveyed sub-sample. It is clear that the number of isolated is reduced from 91 to 80. Thus, there has been a turn of events, 4% of the Roma, as well as non-Roma children has integrated and has moved to the next category. On the other hand, the processes expressed in the following two categories also show some significant changes – the number of children who got up to three positive choices has increased from 119 to 125, which means a bit over 2%, and the next category that consists of the very popular children has increased from 67 to 72 students, or by 2%.

In order to look into this process of change in more detail, we have constructed three categories in relation to the overall negative answers, and this gave us the possibility to present stronger arguments about these integration processes. Namely, if the number of negative choices is reducing, we can state with a higher level of certainty that the changes have occurred, and that they were in accordance with the goals and objectives set for the Roma education initiative in Montenegro. The three categories of answers are presented in the next table, Table 15.

Sub-groups: negative choices	First study Frequency	First study Percent	Second study Frequency	Second study Percent
0 (0 choices)	114	41,2	123	44,4
1 (1-3 choices)	94	33,9	88	31,8
2 (4-18 choices)	69	24,9	66	23,8
Total	277	100	277	100

So, on the basis of Table 15, we can emphasize that even the increase in the number of those who were categorized as non-integrated in the previous analyzes, or those who did not get any positive choices, increases here, which in a specific way proves that the integration processes take place at all levels of these categories, or that these processes include all the children, those who are stars in the classrooms, those who are popular or a bit shy. So, there are nine children less in the group of those who got negative choices, in the first research they were among those for whom the other children stated that they did not wish to study, play or work in group with them, and now they are among those children who have the potential to receive positive choices in the future, which means that the changes have occurred in the social status in the classroom and among these children. The next two categories show the same tendencies: in the category in which children received up to three negative choices, which represented the group of the unpopular children, the number has reduced from 94 to 88, and among those who were marked as extremely problematic (they had more than 4 and up to 18 negative choices), which represented the group of very unpopular children, the number has reduced, although mildly – by three children, that is, from 69 to 66 students.

The conclusion that can be drawn from these data is that the processes of restructuring of the classrooms have started, that the integration is visible and that it includes all the students who belong in these classrooms.

Starting from these conclusions, the next question that was unavoidable was to focus on how these integration processes manifest if we look into the sample from the aspect of Roma and non-Roma children. The question was whether Roma children were involved in these processes, as well, how many of them participate in those groups: group a. no choice (positive or negative, which means that this child did not choose, they chose), group b. popular and group c. – very popular. We have classified the students into similar categories on the basis of the negative choices that they received in the classroom. The data will be presented in the several tables below and on the basis of them we will

calculate Pearson Chi-Square, in order to have a more detailed analysis of the characteristics of the ties between various parameters.

Table 16. Distribution of positive choices of Roma and non-Roma children

First Survey December 2004.		Positive choices			Total
		No choice	Popular	Very popular	
Roma children:	No	27	15	3	45
	%	60,0%	33,3%	6,7%	100%
Non Roma children:	No	64	104	64	232
	%	27,6%	44,8%	27,6%	100%
Total:	No	91	119	67	277
	%	32,9%	43,0%	24,2%	100%

If we analyze the totality of positive choices and their distribution, in the first research we got the following data: 60% of Roma children did not get any positive choices; then 33,3% of Roma children are considered popular and got more than one positive choice, and 6,7% of the Roma children were among the very popular students in the classroom.

The data related to non-Roma children are better: 27% did not get any positive choices, 44,8% belong to the group of popular ones, and 27,6% are very popular.

Calculating the Pearson Chi-Square we got the following results:

Table: 17 Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20,032	2	,000

Applying the Chi-Square Tests, we got the results which show that the differences in the level of integration of Roma and non-Roma children into the classrooms of the primary school are not accidental, and the value of Chi-Square Test shows that the non-Roma children are better integrated into the classrooms than the Roma children.

Table 18 presents the results of the second research, and it shows that there were changes in the process of integration of Roma and non-Roma children.

Table 18. Distribution of positive choices of Roma and non-Roma children

Second research Jun 2005.		Positive choices			Total
		No choice	Popular	Very popular	
Roma students:	No	21	19	5	45
	%	46,7%	42,2%	11,1%	100%
Non-Roma students:	No	59	106	67	232
	%	25,4%	45,7%	28,9%	100%
Total:	No	80	125	72	277
	%	28,9%	45,1%	26,0%	100%

In June 2005, at the end of the school year, the level of integration in the classrooms has started improving. Roma children are still present in all three categories, but now the percentage of non-integrated comes down from 60% to 46%, with the parallel increase in the number of Roma children in the categories popular – from 33,3% to 42,2%, and in the category very popular – from 6,7% to 11,1%.

We have also made the calculation of Chi-Square Tests, in order to see whether these changes can be considered statistically important.

Table 19. Chi-Square Test

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	10,563	2	,005

As expected, the values of Chi-Square 10,563; df=2; p=0,005 (according to the values from the first research 20,032; df=2 p=0,000), show that the qualitative changes have started, hardly visible, but it is a fact that they exist and they lead to a higher level of integration of both Roma and non-Roma children in the classrooms of the primary school.

The analysis also included the negative choices of Roma and non-Roma children, and we have calculated Chi-Square Test in Tables 20 and 21.

Table 20. Distribution of negative choices of Roma and non-Roma children

First Survey		Negative choices			Total
		No choice	Unpopular	Very popular	
Roma children:	No	9	13	23	45
	%	20,0%	28,9%	51,1%	100%
Non-Roma children:	No	105	81	46	232
	%	45,3%	34,9%	19,8%	100%
Total:	No	114	94	69	277
	%	41,2%	33,9%	24,9%	100%

The data shows that 20% of the Roma children has no negative choices, 28,9% are unpopular, and 51,1% are very unpopular, while among non-Roma children 45,3% received no negative choices, 34,9% are unpopular, while 19,8% of the children are very unpopular.

Table 21. Chi-Square Test

	Value	df	Asymp.Sig. (2-sided)
Pearson Chi Square	21,053	2	,000

Chi-Square Test shows that the difference in negative choices between Roma and non-Roma children in the classrooms of primary school is statistically significant.

The research in June 2005 did not result in some more significant statistical changes. The data are presented in Tables 22 and 23.

Table 22. Distribution of negative choices among Roma and non-Roma children

Second Survey		Negative choices			Total
		No choice	Unpopular	Very unpopular	
Roma children:	No	10	12	23	45
	%	22,2%	26,7%	51,1%	100%
Non-Roma children:	No	113	76	43	232
	%	48,7%	32,8%	18,5%	100%
Total:	No	123	88	66	277
	%	44,4%	31,8%	23,8%	100%

Table 23 Chi-Square Test

	Value	df	Asymp.Sig. (2-sided)
Pearson Chi-Square	23,181	2	,000

It is obvious that there has not been a statistically significant change in the distribution of negative choices between the first and the second research. Comparing the Chi-Square Test: first one: value: 21,053; df =2; Asymp. Sig.= ,000 and the second one - Value: 23,181; df=2, Asymp. Sig. ,000 , so both Chi Square Tests are statistically important, but between the first and the second survey there have been mild positive changes that are not of the scope that could be considered statistically important.

Monitoring the changes related to the grade and age shows that they take place very slowly and that the process of integration is realized through the reduction of the number of both Roma and non-Roma children in the first and third group (first group are the children who did not receive any positive choices, and we considered them insufficiently integrated). While this group reduced in number, the middle group enlarged: children who are integrated and popular, while there is also a mild increase in the third group. Table 24.

Table 24. Totality of positive choices, according to grades: Roma and non-Roma children : First study					
Grade		Positive choices			Total
		0	1 -3	4 - 18	
Second grade	No	35	30	17	82
	%	42,7	36,6	20,7	100
Third grade	No	30	36	18	84
	%	35,7	42,9	21,4	100
Fourth grade	No	15	28	20	63
	%	23,8	44,4	31,7	100
Fifth grade	No	7	14	6	27
	%	25,9	51,9	22,2	100
Sixth grade	No	4	11	6	21
	%	19,0	52,4	28,6	100
Total	No	91	119	67	277
	%	32,9	43,0	24,2	100

Pearson Chi-Square: Value=9,908, df=8, Asym. Sig.= , 272

Table 24. shows exactly that: from the second to the sixth grade the number of children with no positive choices mildly reduced from 42% to 35%, 23% and in the sixth grade to 19%. The middle group (Roma and non-Roma children who have received between 1 and 3 positive choices) is increasing most intensively, which shows exactly how the process of integration of children is taking place in the desegregated classrooms. This process can be precisely documented through the above mentioned percentages: second grade – 36%, third grade – 42%, fourth grade – 44%, fifth grade 51%, and sixth grade – 52%. Pearson Chi-Square shows that these are still not statistically important changes: Value= 9,908, dr=8, Asymp.Sig= ,272, but they exist and show that the process of integration is realized within the given classroom, but also with the time spent in school.

The table created on the basis of the data from the second survey confirmed the characteristics and tendencies, as well as the intensity of the already presented integration processes in the previous table.

Grade	Positive choices			Total	
	0	1-3	4-18		
2 grade	No	27	37	18	82
	%	32,9	45,1	22,0	100
3 grade	No	31	27	26	84
	%	36,9	32,1	31,0	100
4 grade	No	12	33	18	63
	%	19,0	52,4	28,6	100
5 grade	No	6	15	6	27
	%	22,2	55,6	22,2	100
6 grade	No	4	13	4	21
	%	19,0	61,9	19,0	100
Total	No	80	125	72	277
	%	28,9	45,1	26,0	100

Pearson Chi-Square: Value =13,406, df=8, Asymp. Sig.= ,099

According to table 25, the data received in the second survey show that in the first (0 choices) and in the third category (4-18 choices) there are certain fluctuations, but also a certain tendency of reduction, although insufficient reduction in order to have a statistically significant value, but the data in the middle group in all grades show an increase: in second grade to 45%, in third grade to 32%, in fourth grade to 52%, in the fifth grade to 55%, and in the sixth grade to 61% of the integrated Roma and non-Roma children. So, the main tasks related to the integration of Roma and non-Roma children are achieved systematically, consistently and successfully, and as the children grow and spend more time in school, the social structure of the classroom becomes more balanced in its characteristics.

When it comes to the negative choices, we expected their number to reduce with the grade, that is, we expected that the number of negative choices will be the biggest in the second grade and that it will reduce in the following grades and this was confirmed (Table 26), with the statistical significance at the level of 0,034.

Grade		Negative choices			Total
		0	1 – 3	4 - 18	
2 grade	No	45	21	16	82
	%	54,9	25,6	19,5	100
3 grade	No	34	29	21	84
	%	40,5	34,5	25,0	100
4 grade	No	25	20	18	63
	%	39,7	31,7	28,6	100
5 grade	No	7	12	8	27
	%	25,9	44,4	29,6	100
6 grade	No	3	12	6	21
	%	14,3	57,1	28,6	100
Total	No	114	94	69	277
	%	41,3	33,9	24,9	100

Finally, we were interested in the process of integration of Roma children from the second to the sixth grade, and the data related to the number of positive choices, as the integration indicators, are presented in Table 27.

Grade	Totality of positive choices received by Roma children						Total I - II
	First study			Second study			
	0	1 - 3	4 – 18	0	1 - 3	4 – 18	
2 gr. No	13	4	1	6	10	2	18
	72,2	22,2	5,6	33,3	55,6	11,1	100
3 gr. No	8	3	1	8	3	1	12
	66,7	25,0	8,3	66,7	25,0	8,3	100
4 gr. No	3	1	1	3	1	1	5
	60,0	20,0	20,0	60,0	20,0	20,0	100
5 gr. No	1	3	1	2	2	1	5
	20,0	60,0	20,0	40,0	40,0	20,0	100

6 gr. No	-	4	1	1	3	1	5
%	-	80,0	20,0	20,0	60,0	20,0	100
Total No	25	15	5	20	19	5	45
%	55,5	33,3	11,1	44,4	42,0	11,1	100

First study: Chi-Square Test: Value=11,804,df=8,Asymp.Sig=,160

Second study: Chi-Square Test: Value=7,630,df=8,Asymp.Sig=,470

In Table 27 we have presented all the positive choices that the Roma children received in a desegregated classroom from the first to the sixth grade. The first conclusion that can be made is the fact that the Roma children, as well as the non-Roma children, occur in all three categories: among the insufficiently integrated, the ones without any positive choices, among the popular ones that received between 1 and 3 positive choices, and among the very popular ones that received between 4 and 18 positive choices. So, the characteristic is equal as in the case of the whole sample. Secondly, it is also visible that as the child progresses to the higher grade of the primary school there is a more intensive integration taking place, from 72% of the insufficiently integrated the percentage goes down to 66% in the third grade, to 60% in the fourth grade, 20% in the fifth grade, and in the sixth grade all the Roma children are already in the well integrated groups in the classroom. As the number of the non-integrated Roma children reduced there was an increase in the next category: popular children. This percentage showed the following development: from 22% in the second grade, it increased to 25% in the third grade, then it reduced to 20% in the fourth grade, and suddenly increased in the fifth grade to 60%, and to 80% in the sixth grade. In the category of very popular children, in the second grade there were 5,6% of the Roma children, while in the third grade this percentage increased to 8,3%, in the fourth grade to 20%, and stayed at the same level in the fifth and sixth grade.

In the second survey the data shows that the process of integration continued, and the number of non-integrated Roma children went down from 55% to 44% with respect to all grades, and the percentage of the popular children increased in the total number of children from 33% to 44%, while the number of the very popular Roma children remained the same in the second research as in the first one – 11%. Both Chi-Square Tests have not shown a statistically significant difference in the change of the social status of the Roma children depending on grade, so, the changes were not intensive, but the process obviously exists.

The Table of the total number of negative choices received by Roma children from the first to the sixth grade can further complement the picture of those integration processes, especially if we make a comparison between the data received in the first and in the second survey. Table 28.

Table 28. Comparison of totality of negative choices of Roma children between the First and the Second Study							
Grade	Totality of negative choices received by Roma children						Total I - II
	First study			Second Study			
	0	1 - 3	4 - 18	0	1 - 3	4 - 18	
2 gr. No	7	8	3	6	8	4	18
%	38,9	44,4	16,7	33,3	44,4	22,2	100

3 gr. No	1	2	9	2	-	10	12
%	8,3	16,7	75,0	16,7	-	83,3	100
4 gr. No	3	1	1	4	1	-	5
%	60,0	20,0	20,0	80,0	20,0	-	100
5 gr. No	3	1	1	3	1	1	5
%	60,0	20,0	20,0	60,0	20,0	20,0	100
6 gr. No	1	3	1	2	2	1	5
%	20,0	60,0	20,0	40,0	40,0	20,0	100
Total No	15	15	15	17	12	16	45
%	33,3	33,3	33,3	37,7	26,7	35,5	100

I study Chi –Square: Value 23,861 df=2 Asymp.Sig. ,002

II study Chi- Square: Value 17 890 df=2 Asymp. Sig ,002

The negative choices in the first and second survey show almost the same distribution. First, the number of Roma children without any negative choices was 38% in the second grade and dropped a bit in the third grade, but then it increased in the fourth and fifth grade to 60%. So, 60% of the Roma children enrolled in these grades did not receive any negative choices. A similar distribution of negative choices repeated in the second survey, as well: there the number of children without any negative choices in the fourth grade was 80%, and in the fifth grade 60%. Comparative analysis shows that in most cases the same Roma child has a higher number of negative choices in both the first and the second research, which corresponds to the reality, as this is the child who is not fitting into the school very well, creates problems and then receives a high number of negative choices. So, a high number of negative choices relates to individual children and cannot be representative of the integration process that we monitored and analyzed.

5.2. Research results related to educational achievement

The research of educational achievement included two primary schools in Podgorica, one in Nikšić and one in Berane, and all of them had enrolled Roma children into the desegregated classrooms. In 2005 there were 396 Roma children enrolled in the classrooms and included into the REI project, which means that there were 12,8% more Roma children enrolled as compared to 2003/2004 school year. If we look at the table presenting the sample structure by grades, this increase is manifested in the form of a big difference between the number of Roma children in the first and second grade, although a lot has already been done through the involvement of schools in the REI program in 2003/2004 in order to help Roma children in the learning process and in order to reduce the number of those who have to repeat the first grade to minimum. Distribution of the enrolled Roma children (Tables of enrolled children by schools and grades are attached in the Appendix) from the first to the fifth grade in 2004/2005 is presented in the following table.

Table 29. Distribution of enrolled Roma children, by grades
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Grade	Enrolled	
	Frequency	Percent
2004/2005.		
1 grad	144	36,3
2 grade	93	23,4
3 grade	61	15,4
4 grade	47	11,8
5 grade	51	12,8

It is obvious that the increase by 13% occurred in the first grades of the primary school. This was one of the important goals of the REI project and it was achieved.

One worrying thing that can be seen in Table 29 is that the percentage of children is reducing from grade to grade. So, the question is how many of the enrolled children have successfully passed the grade and how many of them have to take a correctional exam (data presented in Table 30).

Table 30. Comparison between the number of enrolled Roma children and the number of children who passed successfully the grade			
Primary school	Enrolled	Passed	Passing rate
Grade 1	144	89	62%
Grade 2	93	54	58%
Grade 3	61	41	67%
Grade 4	47	35	74%
Grade 5	51	15	29%
Total	396	234	59%

The comparison of data related to the number of enrolled Roma children (n = 396) and the total number of those who passed the grade they were enrolled in (n = 234) still shows an unsatisfactory result.

Already in the first grade only 62,0% pass the grade. With the schooling age the percentage of Roma children who pass the grade reduces further. Only 33,3% of the Roma children are sent to the correctional exam in the fifth grade. Research shows that sending the children to the correctional exam was not efficient, as such Roma children, without any contact with the school, are not able to prepare themselves on their own for the correctional exam.

The analysis of the number of enrolled Roma children and the number of those who dropped out actually confirms the already presented conclusions through the following table.

Primary school	Enrolled		Dropping out	
Grade	Frequency	Percent	Frequency	Percent
1 grade	144	36,3	55	36,6
2 grade	93	23,4	39	26,0
3 grade	61	15,4	20	13,3
4 grade	47	11,8	12	8,0
5 grade	51	12,8	24	16,0
Total	396	100	150	100

The biggest percentage of Roma children drop out of school already in the first grade, as many as 36% of them, and then this number reduces up to the fifth grade, when it starts increasing again. Apart from the difficulties in enrolling Roma children in school, there is a new difficulty created, which is how to keep the Roma children in the schooling process. Both of these difficulties are related to the first and fifth grade of the primary school. Even in the conditions when a higher percentage of Roma children enrolls into primary school, the table shows that the highest percentage of them does not finish that first grade. So, it is necessary to pay special attention in the upbringing work, as well as in the process of socialization, to the first and fifth grade of primary school. These are the crisis periods in the schooling of Roma children, and they have to be given special attention. A more intensive educational and upbringing work during the school year, individualized work and better inclusion in the first grade, as well as in the fifth grade would secure better results.

In order to give an analysis of the academic results of Roma children in primary school it is necessary to primarily describe their educational results, as presented in Table 32.

Success	Excellent		Very good		Good		Satisfactory		Total	
	n	%	n	%	n	%	n	%	n	%
1 grade	1	1,1	6	6,7	35	39,3	47	52,8	89	100
2 grade	1	1,8	5	9,2	13	24,0	35	64,8	54	100
3 grade	1	2,43	1	2,4	18	43,9	21	51,2	41	100
4 grade	-	-	2	5,7	8	22,8	25	71,4	35	100
5 grade	1	6,6	1	6,6	4	26,6	9	60,0	15	100
Total	4	1,7	15	6,4	78	33,3	137	58,5	234	100

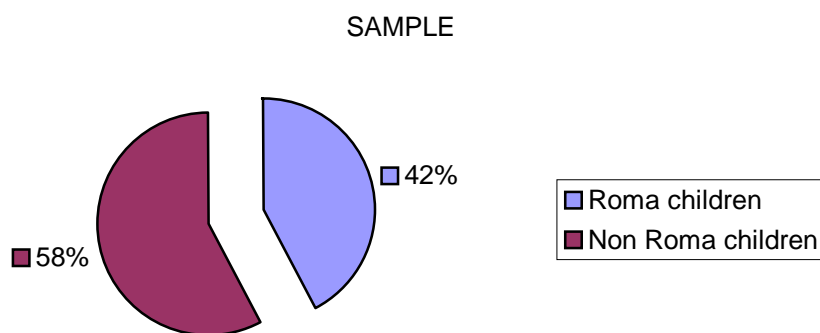
The data shows that 52,0% of the Roma children have achieved sufficient success in the first grade of primary school, and that this percentage stayed the same at the end of the fifth grade. One third of Roma children achieve good results during the schooling, and there are 6,4% of very good ones, whereas this number increased in the second grade to as high as 9%, and finally, there were 2% of those with excellent results.

In order to compare the general success of Roma and non-Roma children in primary school, we have selected those classrooms where their number is approximately the same

and the sample did not include those classrooms with only one or two Roma children among the remaining part of the non-Roma children, as in such conditions the comparison would not be valid. The acquired sample had the following characteristics:

Sample structure	Frequency	Percent	Valid Percent	Cumulative Percent
Roma children	133	42,1	42,1	42,1
Non-Roma children	186	57,9	57,9	100
Total	316	100	100	

Graphical presentation of the sample is given in the following Pie Chart.



According to this Chart it can be seen that the ratio of Roma and non-Roma children is 42% to 58%. Apart from that, the sample consisted of the classrooms from the first to the fifth grade of primary school (Table 5 in the Appendix).

Using the T-test we got the comparative data on the general success of Roma and non-Roma children, having in mind the first and the second survey:

General success	N	Main	Std Deviation	t	df	Sig. (2tailed)	Main Difference
First study							
Roma child	133	2,67	1,13	-10.148	302	,000	-1,34
Non Roma	171	4,01	1,16	-10.183	287,428	,000	-1,34
Second study							
Roma child	125	2,96	,97	-10,463	305	,000	-1,22
Non Roma	182	4,18	1,02	-10,561	275,080	,000	-1,22

The average general success of Roma children in the first research was 2,67, and of the non-Roma children 4,01. However, what is especially important is the information that there have been some positive changes in the general success among both Roma and non-Roma children. In the second survey it can be seen from the table that the average

success among Roma children increased to 2,97, and among non-Roma children to 4,18. The increase in success is a bit bigger among Roma children and this can be expressed as an average increase for a little bit less than half a grade in the general success of each Roma child.

In order to determine whether this difference in the average general success is statistically significant, we have calculated the T-test of the differences of the arithmetic average between the general success of Roma and non-Roma children, and in the first calculation it was $t = 10,14$ ($p = 0,0001$) thus, the improvement in the success of non-Roma children is statistically significant, which was also seen in the second research: $t = 10,46$ at the level of significance of $p = 0,0001$, but this difference had an obvious tendency of reduction.

The variance analysis (ANOVA) was done in order to secure a mathematical-logical analysis of the data related to the general success of the overall sample, with the aim to comparatively identify the differences in the general success between the first and the second research, and the differences in the success in individual subjects between the first and the second research (Tables attached in the Appendix).

The variance analysis ($F = 0,375$ First study and $F = 0,415$; $p = 0,01$ and $p = 0,74$) shows that in the first research there were statistically significant changes between the general success by grades or by age, while in the second research those differences disappeared. The analysis of the descriptive table shows as, on the other hand, that there is a continuity in that respect and that it is approximately 3,40 in the first research, and 3,68 in the second.

Statistically significant differences have occurred in relation to the grade when it comes to the following subjects: mother tongue in the second research ($F = 2,74$; $p = 0,043$), nature and society ($F = 2,84$, $p = 0,038$), and physical education ($F = 5,61$; $p = 0,0001$). ANOVA shows us that there are no statistically significant differences in the success of students by grades in the following subjects: mathematics, arts and music education.

LSD test shows that statistically significant differences in the general success among all the children in the first research occurred between the second and the fifth grade ($p = 0,025$), between the third and the fourth grade ($p = 0,014$), and between the third and the fifth grade ($p = 0,006$).

However, if we analyze the differences in success of the students in individual subjects, depending on age, then we can notice a certain level of fluctuation in results, which shows that a more detailed analysis of these data could result in identifying the difficulties and finding the solutions for them. So, for example, for the Montenegrin-Serbian language, the F-test shows no statistically significant differences between success in various grades in the first research ($F = 2,33$; $p = 0,074$), and in the second research those differences have been noted. As for the following subjects: nature and society, according to the LSD test statistically significant differences have occurred in the first research between the third and the fourth grade ($p = 0,017$) and in the second research between the second and the third grade ($p = 0,006$) and between the third and the fourth grade ($p = 0,017$), which is natural as in the fourth grade this subject is divided into two and this transition from one teacher teaching all the subjects to the introduction of different teachers for each subject causes learning difficulties among students. In mathematics, statistically significant difference occurs in the transition from the third to the fourth grade ($p = 0,028$) and between the fourth and the fifth grade ($p = 0,07$), while

in the second research there are not statistically significant differences between the success of children in mathematics in various grades. Physical education is interesting as it shows statistically significant differences between the third, fourth and fifth grade, and in the final surveys the statistical significance occurred between the first and the second, and between the first and the fourth grade ($p = 0,001$). In case of arts, statistical significance occurred between the second and the third grade, as well as between the third and the fourth grade, and finally, musical education in the first research showed statistically significant differences almost between all the grades, while in the second research there was a continuous increase from the first to the fifth grade, and then it went down in the fifth grade.

Data on the average general success of Roma children in the first and second survey have been combined with the data on the average success in individual subjects, and this can help us to get a deeper insight into the changes that have occurred between the two researches.

Table 35. Comparison of success of Roma children by subjects T-Test , Paired Samples Statistics	Main	N	Std. deviation
Pair 1 General success 1-study	2,67	125	1,15
General success 2-study	2,96	125	,96
Pair 2 Mont. language 1-study	2,40	124	1,00
Mont. language 2-study	2,51	124	,83
Pair 3 Nature& society 1study	2,54	119	1,05
Nature& society 2study	2,67	119	,87
Pair 4 Mathematics 1-study	2,27	124	,89
Mathematics 2-study	2,49	124	,79
Pair 5 Physical ed. 1 study	3,24	124	1,02
Physical ed. 2study	3,43	124	1,02
Pair 6 Arts 1-study	3,11	124	1,05
Arts 2-study	4,15	124	1,06
Pair 7 Music education 1-study	3,11	124	1,13
Music education 2 -study	3,27	124	,99

T –Test enables us to discover the difference between the average general success in the first and the second survey, and the difference in the academic achievements of the Roma students in individual subjects between the two surveys. The average general success of the Roma children from the first to the fifth grade of primary school was 2,67, and now it is 2,96. T-test between these two average successes is $t = 03,59$ and it is significant at the level of statistical significance of 0,0001. Pearson correlation test shows that there is a statistically significant correlation between these two successes $r = 69$. (Table 36)

Table 36. Paired Samples Correlations

Academic achievement of Roma children	N	Correlation	Sig.
Pair 1 General success First & Second	125	,692	,000
Pair 2 Mont. language First & Second	124	,645	,000
Pair 3 Nature & society First & Second	119	,629	,000
Pair 4 Mathematics first & Second	124	,595	,000
Pair 5 Physical ed. First & Second	124	,665	,000
Pair 6 Arts First & Second	124	,679	,000
Pair 7 Musical ed. First & Second	124	,607	,000

Table 37. Paired Samples Test

Academic achievement of Roma children	Paired Differences		t	df	Sig. (2-tailed)
	Mean	Std. Deviation			
Pair 1 Gen. success First-Sec.	,27	,85	3,595	124	,000
Pair 2 Mont. language First-Sec.	,11	,79	1,595	123	,113
Pair 3 Nature & society First-Sec.	,13	,84	1,740	118	,084
Pair 4 Mathematics First-Sec.	,23	,76	3,294	123	,001
Pair 5 Physical ed. First-Sec.	,19	,83	2,489	123	,014
Pair 6 Arts First-Sec.	-3,23E-02	,85	-,425	123	,672
Pair 7 Music education First-Sec.	,15	,95	1,804	123	,074

Table 37 shows that apart from the general success there is a statistically significant increase in the grades in mathematics ($t = 3,29$; $p = 0,001$).

The progress in academic achievement also occurred in the field of language. We can almost speak about continuity here if we compare all the four data: among Roma children the progress occurred from 2,37 to 2,51, and among non-Roma children from 3,82 to 3,90. Although these are minimal improvements, it is positive that we see improvement, however it is worth noting that there is still a difference in results between the Roma and non-Roma children.

Table 35. T-test: Comparison of success in Montenegrin-Serbian language							
Montenegrin-Serbian language	N	Mean	Std. Deviation	t	df	Sig. (2 tailed)	Mean Difference
First study							
Roma child.	133	2,37	,98	-11,484	302	,000	-1,45
Non Roma	171	3,82	1,17	-11,741	300,348	,000	-1,45
Second							

study							
Roma child.	124	2,51	,89	-11,368	304	,000	-1,39
Non Roma	184	3,90	1,17	-12,108	303,509	,000	-1,39

Number of absences from school was used in this research as an indicator, as it can be one of the proofs of success in schooling: Table 36.

Table 36. T – test : Comparison of absences from school between Roma and non-Roma children			
Absences	N	Main	Std. Deviation
First study			
Roma children	133	24,85	34,26
Non Roma children	175	24,09	40,17
Second study			
Roma children	125	14,69	17,40
Non Roma children	182	20,53	34,91

The average number of absences in the first research is almost the same among Roma and non-Roma children: 24,85 and 24,09 days, and in the second research this number reduced in case of Roma children to 14,69. Obviously, the results have improved among non-Roma children as well, but it is a stronger change among Roma children, which is another proof of the quality of work of the teachers in the REI project.

Now, if we analyze in more detail the statistical significance of that reduction only among Roma children, then we get the following indicators: Table 37.

Table 37 Absences of Roma children: Paired Samples Test					
Absences among Roma children	Main	Std. Deviation	t	df	Sig. (2-tailed)
Pair 1 First study-Second study	-9,02	32,93	-3,061	124	,003

There is a statistically significant reduction in the number of absences of Roma children between the average absences in the beginning and now, which is confirmed by the T-test $t = 3,06$, which is statistically significant at the significance level of $p = 0,003$, thus, during the year the quality work of the teachers within the REI project resulted in a significant reduction in the number of absences of Roma children.

5.2.1. Teachers who participated in the REI project

All the teachers (n = 21) have filled out the questionnaire about their activities and work on the REI project. This is the teaching staff with a good professional experience, 48% have between 6 and 10 years of work experience, and others more than that, and the motives for their involvement in the project are predominantly altruistic: in the form of the desire to contribute to the inclusion of Roma children into the society, to enable Roma children to get educated, to integrate them in order to become equal not only in school, but in the society in general.

The analysis of their assessments of the REI project shows that the length of their involvement resulted in their increased appreciation of this project, they now see the sense of it and the possibility of implementing it in practice, and give it a higher and higher importance, Table 38.

Grades	First study						Second study					
	n	1	2	3	4	5	n	1	2	3	4	5
Importance of the program	21				14,2%	85,7%	21					100%
Quality of the program	21				14,2%	85,7%	21					100%
Applicability of the program	21			23,8%	28,7%	47,6	21				14,2%	85,7%

In the beginning of their work the teachers assessed the program as important, but after one-year work on the project all of them (100%) viewed the program as a quality one, challenging, very important and applicable. When it comes to attractiveness, there are still some open issues and exactly for that reason they all say that the program should last longer.

In order to be able to implement the tasks related to their work in a quality way, they have participated in the education related to the following: adaptation of children to the regular schooling system, cooperation with the Roma assistants, creation of workshops to solve conflicts through cooperation, inclusive education.

They are not satisfied with the cooperation with the parents of the Roma children, organized meetings in schools are attended by less than 25% of the parents, and this was characteristic for the beginning, as well as for the end of the program. This very weak cooperation (assessed by 90,4% of the teachers) was directed to the exchange of information with the parents of the Roma children about the behavior of their children, about health problems, the need for regular attendance in school, about material problems of the children, about the working conditions and about the relations between parents and children; they all feel that it is necessary to intensify these activities and to provide assistance to the parents of the Roma children. Cooperation is weak because there is a language barrier, then, there is a certain level of distrust of the parents towards the school.

In the work with children: they adjust the tasks to the capacities of children, they organize additional classes, they stimulate children in assisting each other, they introduce individualized teaching, organize shows and plays with children participating in them.

They all cooperated well with the Roma assistants and see their role predominantly tied to the following tasks: attending lessons (100%) serves as model behavior for Roma children (80%), they assist Roma children in regular teaching (17%), they execute additional classes (35%), they execute parts of the teaching not only for Roma children, but for all children (32%), they introduce elements of Roma culture and Roma language into the teaching (32%). In the final survey the teachers emphasized as the most important completely new tasks of the Roma assistants. According to them, Roma assistants should primarily serve as a connection between the Roma families and school, they should represent the interests of Roma children in school and translate for Roma children.

Majority of the teachers (90%) felt that the involvement of Roma assistants in the upbringing activities is necessary, that it is necessary to increase their number and participation, but also that it is necessary to secure continuous vocational training and education for them.

In order to be more successful in the further activities related to the REI project, the teachers emphasized the following preconditions: it is necessary to secure longer period of work, continuous education, possibility to exchange experiences with other teachers (workshops, etc), more didactical-methodical materials and teachers' manuals.

5.2.2. Roma parents of the children in primary school

Out of 679 parents, 523 of them participated in the first filling out the questionnaire, and in 473 in the second. These were mostly fathers (in both, first and second survey they participated with over 91%), which means that the cooperation between the family and the school is predominantly taking place through fathers. Their educational structure shows that majority of them have finished four grades of primary school: 66%, then there were 25% of them that have graduated from primary school, there were 7% of them without any schooling and 1% that have graduated from high school. The educational structure of mothers shows that 68% of them have finished four grades of primary school, 22% have not finished even primary school, and 9% have finished successfully primary school. If they are working (only 10%), they work as traders, craftsmen in tile posting, salesmen in the open market, or they work privately.

Their aspirations in relation to schooling are: for their children to finish primary school (8 grades) in 61% of the cases, to finish just several grades in 45% of the cases, and only 23% of the parents expect their child to finish high school.

Only 44% of the parents can cover the expenses for food and other monthly obligations (electricity, water, communal expenses) with their monthly revenues, 21% do not have enough to pay for the food for their families, and 12% of the parents can independently secure funds for clothes and footwear for the family.

So, socio-economic conditions in most of these families are unsatisfactory, and this has a strong effect on all other functions of the families: their relationship towards school, their cooperation with school, evaluation of education or educational aspirations that they have

for their children, which had to be taken into consideration in the interpretation of the given responses.

When it comes to success, 43% in the first survey expected their children to finish the grade with very good results, 27% with satisfactory results, 17% felt that their child will not be able to finish the grade, 5% that the child will achieve good results, and 6% that they will achieve excellent results. The second survey was undertaken right before the end of the school year and it showed somewhat different distribution: 35% of the parents expected good results from their children, 31% satisfactory results, 11% very good results, 3% excellent, while the number of those who did not expect their children to be able to successfully finish the grade was close to the first survey - 18%.

In school, their children feel: good (79%:73%, comparison between the first and the second research), accepted (91% : 80%), happy (85% : 83%), satisfied (94% : 87%). Although there is an obvious reduction in the positive perception of school among children and their parents, it is important that it remains even after the direct experience of the children in school. Data about negative perceptions fully confirm the previous ones: there were no parents who stated that their children are: unhappy, unsuccessful, hurt, sad, scared or lonely in school. But as many as 33% of the parents have said that their children are successful in school and that they wish to enable them to go continue with their education as long as possible.

Thus, 81% of the parents felt that it is important that the child goes to school every day, 18% felt that this is not important, and also – 73% of the parents secure regular attendance in school for their children, while 26% cannot do that if it is cold, there is no transportation, if the child has to help at home or if the Roma assistant doesn't come.

The parents are ready to assist the children with their studies and school chores, but 40% of them have said that they don't know how to help, 39% don't have enough time to work with children (this was usually the comment of the fathers who have to provide the funds for living for their families), and 18% warn the children that they have to study and do their homework.

The basic problem, on the basis of the acquired data, is the cooperation between the family and the school. The parents (82% : 75%, comparison between the first and the second survey) have never gone to the parents' meeting at school, and the percentage of those who went there sometimes was (11% : 17%); so, the percentage increased as soon as the parents established the first contact with the school, and there were more than 6% of those who went often (6% : 7%), and this percentage also showed the trend of increase.

They never (100%) participated in the work of the school and its activities, because: the teachers do that best, that is what the school is for, they didn't know that they could participate, no one invited them or they don't have enough time for such an engagement. All these reasons are of such nature that with better information and more active engagement of the teachers, Roma assistants and the school they can be successfully resolved.

Parents of the Roma children say that they don't have any problems in cooperating with the teacher (100%), because such cooperation either doesn't exist, or if it does, they are satisfied with the cooperation. When it comes to the Roma assistants, cooperation with them is excellent for 61% of the parents, good for 33% of the parents, and satisfactory for 5% of the parents. The essence of cooperation is in the participation of the Roma assistant

in advising the parents about child upbringing, and in informing the parents about the school and the development of the child.

It is exactly for that reason that the demands of the parents of the Roma children are: increase the number of assistants, increase the time and dynamics of home visits of the Roma assistants, to have minimum two assistants per classroom, and to enable further education of the Roma assistants.

Besides that, parents of the Roma children emphasize that the Roma assistants are “someone that the child see as someone from the family”, which secures their feeling of safety at school and in the family, someone who understands the children, who knows the language and helps in faster learning of the language of the community, as well as in enriching the communication of the child.

In the attempt to analyze the views of the parents of the Roma children towards multicultural work in school and towards desegregation, in the questionnaire they were asked the question about the social, upbringing environment in which their child would live and successfully learn, and the comparative data is given in Table 39.

Table 39	First study YES		Second study YES	
	Frequency n = 523	Percent 100	Frequency n = 473	Percent 100
Would you like your child to:				
a. live in the neighborhood where there are:				
Albanian children	384	73	379	80
Serbian children	523	100	473	100
Roma children	523	100	473	100
Croatian children	446	85	422	89
Montenegrin children	523	100	473	100
Bosnian/ Muslim children	523	100	473	100
b. go to school with:				
Albanian children	384	73	379	80
Serbian children	523	100	473	100
Roma children	523	100	473	100
Croatian children	446	85	422	89
Montenegrin children	523	100	473	100
Bosnian/ Muslim children	523	100	473	100
c. spend time with:				
Albanian children	384	73	379	80
Serbian children	523	100	473	100
Roma children	523	100	473	100
Croatian children	446	85	422	89
Montenegrin children	523	100	473	100
Bosnian/ Muslim children	523	100	473	100

Data in Table 39 shows that the parents of the Roma children have positive views about all the nationalities, and that they would like their children to live in a multicultural environment, as they actually do; the affective dimensions of the views vary from nation

to nation, but one important thing is the conclusion that can be drawn from the given table, which is: that it is exactly these affective dimensions that became more positive with the involvement of their children in school and with their integration into the desegregated classrooms.

5.2.3 Roma assistants in primary school

Eight Roma assistants were involved in the REI project in the upbringing and educational work together with the teachers in the primary school. 62% of them have graduated from high school, while 37% have finished primary school. They work as Roma assistants for about one year. 75% of them are satisfied with the performance of these duties, while 25% are satisfied to a medium level. The greatest pleasure for them is the success in keeping the children in school, and the fact that there are Roma children who achieve good academic results.

The problems they are facing are: irregular attendance of children, lack of school materials. 12% of them feel that the cooperation with the teachers is satisfactory, 50% that it is good, and 37% feel that the cooperation is excellent and this assessment was the same in both surveys.

Roma assistants would want to participate more in the realization of the upbringing tasks for all children, and their activities were related mostly to translation, assistance to Roma children during the class and in doing their homework, they are occasionally involved in the work in additional classes, 37% of them are involved in the implementation of specific activities, 25% in providing assistance to children in their regular activities, and 87% in the introduction of the elements of Roma culture.

In assessing how they were accepted by the non-Roma children, 87% of the Roma assistants felt fully accepted, while 12% felt mostly accepted, and there was no assistant who felt that he/she was not accepted. Roma children accept them even more and like them, and all the Roma assistants (100%) felt so.

According to the data received from the Roma assistants in the upbringing and educational process Roma and non-Roma children work together, play together and show mutual acceptance and respect.

5.2.4. Work of coordinators and school principals

The role of coordinators in the project was taken over by the school psychologists, pedagogues or literature or sociology teachers, employed in the school. Together with the school principals, they have worked on: informing all the employees in the school about the goals of the project, monitoring the work of teachers, developing adequate analyzes, and establishing cooperation with the local community. There were 7 coordinators in the project and as many principals, 3 from the pre-school institutions and 4 from the primary schools. Apart from that, they have cooperated with the Ministry of education and science of Montenegro, with the Institute for education and with the Pedagogical Center of Montenegro in order to make the project as successful as possible.

The coordinators, together with the school principals (95% of them) have directed their work towards problem solving related to regular attendance among Roma children,

cooperation between the parents and the school, solving the problem of the lack of textbooks and school materials (93%), and selection of Roma assistants.

6. CONCLUSIONS AND RECOMMENDATIONS

6.1. Conclusions and Recommendations of Desegregation

Our research showed that:

- Desegregation gave positive effects simultaneously: on minority Roma children and on majority children. Desegregation enabled introduction of multiculturalism into pre-school institutions and into primary schools, by introducing Roma and non-Roma children to alternative cultures, and at the same time, promoted attitudes of tolerance toward other cultures, and toward differences.
- Preschool desegregation in our study as a REI intervention strategy was successful.
- Desegregation, in which a very small number of Roma children are incorporated into the classroom (less than 3) is not efficient enough. In such conditions Roma children still feel a certain level of anxiety (according to the data from the Roma assistants).
- If desegregation is not related to the new methods and forms of work (cooperative learning, workshops, introduction of evaluation, and not only testing in assessing the achieved results, individualized work), on its own it is not effective.
- Desegregation positively affected achievement when there were assertive teachers and school administrative staff.
- Desegregation is successful if the parents of minority and majority children are involved in school and classroom activities. The quality of interaction between the parents and the school is especially important.
- Desegregation affected complex processes among children, not only the academic results of the Roma and non-Roma children, but also their educational aspirations.
- The quality of desegregation affects the level of achieved educational outcomes, just as the educational outcomes affect the quality of desegregation of both Roma and non-Roma children.
- Desegregation affected the overall development of personality of Roma and non-Roma children: the development of self-respect, interests, motivation, will and persistence in work.

Recommendations

- Introduce more multicultural values into the curriculum and practice of the educational and upbringing work at the pre-school, as well as primary school level. Eliminate ethnic bias from textbooks, if it occurs.
- Secure inclusion of as many Roma children into pre-school institutions as possible, being desegregated as early as possible. If this is not possible, secure under the same conditions preparatory upbringing work before starting school.
- In the upbringing groups of the pre-school institutions and in the classrooms of the primary schools, wherever possible, to include more than three Roma children. This number can grow all the way to the establishment of numerical balance. So, it is better to have more Roma children in a smaller number of classrooms than to distribute them equally in all the classrooms of the primary school.
- Provide for the training of the teachers to work in specific conditions: they have joined the REI project independently, they are motivated, but need further education.
- In the selection of schools and classrooms, principals and teachers, try to identify, through interviews, the characteristics of their views towards desegregation, as they are exactly the ones that the success of integration of Roma children into the schools and classrooms highly depends upon.
- Parents of the Roma children did not sufficiently cooperate with the school. They were not informed enough about the possibilities, forms and contents of cooperation, so they could not get more involved. The number of Roma children that gave up on further schooling would have been lower if the parents were involved in cooperation in a larger number, but also in a more qualitative manner.
- Roma assistants emphasize that for them the most valuable fact is that certain Roma children have achieved extraordinary results. The parents of such children want their children to continue with their schooling, and the children have higher aspirations. Thus, the teachers and the schools have to try to develop the level of aspirations among Roma children, especially in fourth grade, as the Roma children cannot get such incentives from their parents, nor in their social environment.
- Successfully integrated Roma children are self-confident and have a more developed level of self-respect, they are keener to test their capacities and express their interests. Thus, it is necessary to develop further optional and extra-curricular activities, respecting the principle of desegregation that is suitable for direct communication and expression of individual capacities (music, sports, acting), which also means to maximize further the participation in extracurricular activities that promote intercultural interaction.

6.1.2. Conclusions and Recommendations on the importance and role of teachers in the desegregation process

Research results have shown that:

- Effective desegregation is not a simple matter of bringing Roma and Non Roma children into the same school or classroom, it is more the matter of teachers work to promote constructive desegregation.
- Teachers affect the characteristics of interaction in the classroom, can stimulate higher level of interpersonal relations, and thus they can affect the social development of both Roma and non-Roma children.
- When teachers' attitudes are positive and supportive, desegregation is more successful.
- When their instructions focus on the attainment of goals of desegregation and integration Roma and Non Roma children,
- Teachers have more positive effects on social attitudes and achievement when they implement cooperative learning techniques in which Roma and Non Roma children are rewarded for academic works as part of heterogeneous team.
- In order to improve the participation and performance of low achieving Roma and Non Roma children in desegregated classrooms, teachers need to work on individualization.

Recommendations for professional development of the teachers

- Education of the teachers so that they know how to design upbringing and educational situations that will contribute to the healthy social achievement. For these complex upbringing tasks the teachers need to be provided with the didactical-methodical packages: textbooks, work materials, wider selection of literature.
- Most of the Roma children give up on further education in the first and the fifth grade. If the teachers are aware with the fact that their positive and supportive attitude directly affects the level of integration and strength of the ties between the child and the school, they will paid more attention of creation positive social and emotional climate. So, it is necessary to inform the teachers in more detail with the results of this research.
- Anti bias education, so that the teachers are able to act in a preventive and upbringing manner, to easily identify prejudice in the school environment, and to know which strategy they can use to oppose such prejudice.
- Integration of Roma and non-Roma children is a complex process that has to be organized in a consistent and systematic manner, and not left to be spontaneously implemented. In that sense, the tasks related to integration should be defined and prepared for implementation in the plan of upbringing activities as joint tasks for the whole school, as well as the upbringing tasks of the teachers in the specific classroom.
- Organize vocational training of the teachers on cooperative learning, create modules and provide expert, pedagogical assistance in introducing and implementing cooperative learning in classrooms and in direct work.

6.1.3. Conclusions and Recommendations for school principals and coordinators

School principals and coordinators

- Providing complete and updated documentation about the number and names of the Roma children who are of the age to enroll in kindergartens or primary school.
- Desegregation has positive effects on social attitudes and relations in school when there is a strong and dedicated leadership (principal and coordinators)
- Desegregation has positive effects when school principals provide a safe school environment

Recommendations

- Secure systematic insight into the documentation about the children of the age to enroll in kindergartens and primary schools. Inform Roma parents, local community, NGO's and initiate comprehensive approach in contributing to solving the problem of enrollment of children.
- Anti – bias education for coordinators and school principals
- Make sure that everyone feels safe in school: both Roma and non-Roma children, and make sure that they can turn to school coordinators or principal whenever they have a problem.

6.2.Conclusions and Recommendations on Educational Outcomes

Educational Outcomes

- Greater academic achievement secures greater level of social inclusion and positive interaction in the classroom.
- Academic achievement to the greatest extent determines the social status of the student in the classroom.
- Educational outcomes become part of self: Roma and non-Roma children with better academic achievement have a more positive view about themselves, have a more positive both realistic and ideal self; at the same time, they have more positive feedback about self of other children in the classroom, the teachers and parents, as they evaluate them as persons in relation to the achieved academic results.
- Greater academic achievement contributes to the higher development of communication skills: verbal skills that at the same time represent an important precondition for interaction.
- The vast majority of Roma children have dropped out of school during the first grade. This is a problem that the school, teachers, Roma assistants and coordinators have to try to solve.
- Achieved educational outcomes require further systematic pedagogical work in order to become sustainable.

Recommendations

- Secure good preparation of Roma children for their initiation of schooling.

- Carefully develop among Roma and non-Roma children the learning habits and skills, gradually introduce them to independent practice and learning, so that they perceive school as a place where they feel good, where education represents no problem or burden, but the possibility to express what they can and know how to do, and to prove themselves.
- As academic achievement represents an important indicator of self among all children, it is necessary to be careful in giving grades, in order to avoid labeling with those grades..
- Within academic achievement special attention should be given to language and communication, enriching the vocabulary and independent expression in case of both Roma and non-Roma children.
- A large number of cases of dropping out in the first grade is exclusively the problem of the school. The parents have enrolled the child and it started going to school. The reasons to drop out of school are usually unsatisfactory grades. In the first grade the upbringing and educational work should be organized in a way that the children learn everything they need to learn in the school itself, and the homework should only give them the possibility to improve the skills developed in school.
- During this year there were some educational outcomes achieved within the REI project among all the children, but these results require additional, continuous and long-term educational and upbringing work.

7. EVALUATOR REFLECTIONS

- Inform all the participants in the REI project with the results of external evaluation, analyze the data and results jointly, so that it represents a creative function and a basis for planning of future activities.
- Secure stronger cooperation between monitoring, internal and external evaluation; in the beginning this did not function, but later it proved to be very important.
- In the beginning, representatives of the specific participants in the REI project have looked at the external evaluation as a control imposed from outside, and not as cooperation and making an effort to achieve the defined complex goals related to desegregation and educational outcomes in the best possible way.
- Inform all the participants with the functions and tasks of external evaluation from the very beginning, and enable joint planning of the certain phases of external evaluation, so that it truly becomes the basis for planning of the joint work and for the specific definition of the activities and responsibilities.
- Direct contacts: interviews, sociometric test, and documentation analysis (objective results)
- I would advise to follow the steps undertaken so far in the external evaluation and would prepare them on the basis of the instructions that I have received in this project from the team leading the external evaluation.

ROMA EDUCATION INITIATIVE IN MONTENEGRO

Appendix

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Table 1. Academic outcomes primary school Podgorica I

OŠ. BOŽIDAR VUKOVIĆ –PODGORIČANIN – PODGORICA																
	No of enrolled Roma	5	4	3	2	No finished	%	Repeated grade	%	Correctional exam	Drop outs	%	Other no	Drop outs	Correctional exam	
1	90	-	4	15	32	51	56,6	25	27,7	-	14	15,5	114	117	11	
2	48	-	-	3	13	16	33,3	16	33,3	-	16	33,3	49,3%	50,6%	4,7%	
3	37	1	-	8	10	19	51,3	11	29,7	-	7	18,9				
4	22	-	1	1	10	12	54,5	10	45,4	-	-	-				
5	34	1	1	2	1	5	14,7	10	29,7	11	8	23,5				
n	231	2	6	29	66	103		72			45					

Table 2. Academic outcomes primary school Podgorica II

Primary School MARKO MILJANOV-PODGORICA																
Grade	No of enrolled Roma	5	4	3	2	No finished	%	Repeated grade	%	Correctional exam	Drop outs	%	Enrolled no	Drop outs	%	
1	10	1	-	4	5	10	100						38			
2	10	-	1	4	5	10	100									
3	7	-	-	2	5	7	100									
4	6	-	-	3	3	6	100									
5	5	-	-	-	5	5	100									
n	38	1	1	13	23	38	100									

Table 3. Academic outcomes, primary school Nikšić

Primary School MILEVA LAJOVIĆ-LALATOVNIĆ – NIKŠIĆ																
Grade	No of enrolled Roma	5	4	3	2	No finished	%	Repeated grade	%	Correctional exam	Drop outs	%	Enrolled no	Drop outs	%	
1	25	-	1	10	6	17	80,9	-	-	-	8	32,0	45	20	30,7	
2	14	-	-	2	9	11	78,5	-	-	-	3	21,4				
3	7	-	-	5	1	6	85,7	-	-	-	1	14,3				
4	13	-	-	3	8	11	91,6	-	-	-	2	15,3				
5	6	-	-	-	-	-	-	2	33,3	1	1	16,6				
n	65	-	1	20	24	45	71,43	2	33,3	2,2	15					

Table 4. Academic outcomes, primary school Berane

Primary School RADOMIR MITROVIĆ – BERANE															
Grade	No of enrolled Roma	5	4	3	2	No finished	%	Repeated grade	%	Correctional exam	Drop outs	%	Enrolled No	Drop outs	%
1	19	-	1	6	4	11	57,8				8	42,1	48	14	22,5
2	21	1	4	4	8	17	80,9				4	19,0			
3	10	-	1	3	5	9	90,0				1	10,0			
4	6	-	1	1	4	6	100				-	-			
5	6	-	-	2	3	5	83,3				1	16,6			
n	62	1	7	16	24	48					14				

Frequency Table

GRADE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	147	46,5	46,5	46,5
2	74	23,4	23,4	69,9
3	67	21,2	21,2	91,1
4	28	8,9	8,9	100,0
Total	316	100,0	100,0	

GRADE

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2	147	46,5	46,5	46,5
3	74	23,4	23,4	69,9
4	67	21,2	21,2	91,1
5	28	8,9	8,9	100,0
Total	316	100,0	100,0	

One-way

Descript ffives

First study		N	Mean	Std. Deviation
AA1	1	140	3,63	1,17
	2	74	3,81	1,17
	3	65	3,66	1,23
	4	28	3,64	1,03
	Total	307	3,68	1,16
L1	1	139	3,27	1,26
	2	74	3,57	1,24
	3	65	3,43	1,29
	4	28	2,82	,98
	Total	306	3,33	1,25
SC1	1	139	3,40	1,20
	2	74	3,66	1,24
	3	65	3,58	1,24
	4	28	2,93	1,02
	Total	306	3,46	1,21
M1	1	139	3,16	1,21
	2	74	3,47	1,28
	3	65	3,49	1,24
	4	28	3,18	1,16
	Total	306	3,31	1,23
PH1	1	139	3,78	1,10
	2	74	4,19	,87
	3	65	4,05	1,04
	4	28	4,50	,58
	Total	306	4,00	1,02
A1	1	139	3,72	1,19
	2	74	3,92	1,16
	3	65	3,89	1,13
	4	28	3,68	1,02
	Total	306	3,80	1,15
MU1	1	139	3,75	1,12
	2	74	4,01	1,04
	3	65	3,86	1,10
	4	28	3,71	1,15
	Total	306	3,83	1,10

Legend:

- AA1 – Academic achievement
- L1 – Language
- SC1 – Science
- M1 – Mathematics
- PH1 – Physical edu.
- A1 – Art edu.
- MU1 – Music edu.

ANOVA

		df	F	Sig.
AA1	Between Groups	3	,415	,742
	Within Groups	303		
	Total	306		
L1	Between Groups	3	2,746	,043

Post Hoc Tests

Multiple Comparisons

LSD

Dependent Variable	I Grade	J Grade	Mean Difference (I - J)	Std. Error	Sig.
AA1	2-----	3	-.20	,188	,299
		4	,35	,196	,073
		5	,62	,275	,025
	3-----	2	,20	,188	,299
		4	,55	,222	,014
		5	,81	,293	,006
	4-----	2	-.35	,196	,073
		3	-5,5*	,222	,014
		5	,26	,299	,376
	5-----	2	-.62*	,275	,025
		3	-.81	,293	,006
		4	-.26	,299	,376
Language 1	2-----	3	-.31	,187	,096
		4	,25	,195	,200
		5	,14	,273	,617
	3-----	2	,31	,187	,96
		4	,56*	,221	,011
		5	,45	,292	,125
	4-----	2	-.25	,195	,200
		3	-.56*	,221	,011
		5	-.11	,297	,702
	5-----	2	-.14	-.14	,617
		3	-.45	-.45	,125
		4	,11	,11	,702
Science 1	2-----	3	-.31	,188	,098
		4	,22	,196	,017
		5	,51	,299	,010
	3-----	2	,31	,188	,261
		4	,53*	,222	,017
		5	,82*	,317	,370

	4-----	2	-,22	,196	,090
		3	-,53*	,222	,010
		5	,29	,322	,370
	5-----	2	-,51	,299	,093
		3	-,82*	,317	,382
		4	-,29	,322	,078
Mathematics 1	2	3	-,31	,183	,093
		4	,17	,191	,382
		5	,47	,268	,078
	3-----	2	,31	,183	,093
		4	,48*	,216	,028
		5	,78*	,286	,007
	4-----	2	-,17	,191	,382
		3	-,48*	,216	,028
		5	,31	,291	,294
	5-----	2	-,47	,268	,078
		3	-,78*	,286	,007
		4	-,31	,291	,294
Physics	2	3	-,48*	,154	,002
		4	3,62E-03	,162	,982
		5	-,43	,225	,056
	3-----	2	,48*	,154	,002
		4	,48*	,183	,009
		5	4,45E-02	,241	,853
	4-----	2	-3,62E-03	,162	,982
		3	-,48*	,183	,009
		5	-,44	,246	,078
	5-----	2	,43	,225	,056
		3	-4,45E-02	,241	,853
		4	,44	,246	,078
Art	2	3	-,37*	,164	,026
		4	,20	171	,249
		5	-,29	,239	,227
	3-----	2	,37*	,164	,026
		4	,56*	,193	,004
		5	7,76E-02	,255	,761
	4-----	2	-,20	,171	,249

		3	-,56*	,193	,004
		5	-,49	,260	,062
	5-----	2	,29	,239	,227
		3	-7,76E-02	,255	,761
		4	,49	,260	,062
Music education	2	3	-,34*	,168	,047
		4	,18	,176	,311
		5	,77*	,246	,002
	3-----	2	,34*	,168	,047
		4	,51*	,198	,010
		5	1,10*	,262	,000
	4-----	2	-,18	,176	,311
		3	-,51*	,198	,010
		5	,59*	,267	,028
	5-----	2	-,77	,246	,002
		3	-1,10	,262	,000
		4	-,59*	,267	,028

One-way

Descriptives

Second study		N	Mean	Std. Deviation
AA2	1	138	3,51	1,31
	2	74	3,70	1,21
	3	65	3,15	1,42
	4	27	2,89	1,25
	Total	304	3,42	1,32
L2	1	138	3,17	1,30
	2	74	3,49	1,23
	3	65	2,92	1,43
	4	27	3,04	1,13
	Total	304	3,18	1,31
SC2	1	138	3,28	1,35
	2	74	3,59	1,25
	3	65	3,06	1,36
	4	22	2,77	,97
	Total	299	3,27	1,32
M2	1	138	3,03	1,30
	2	74	3,34	1,32
	3	65	2,86	1,31
	4	27	2,56	,80
	Total	304	3,03	1,28
PH2	1	138	3,75	1,17
	2	74	4,23	,87
	3	64	3,75	1,14
	4	27	4,19	,83
	Total	303	3,91	1,09
A2	1	138	3,67	1,18
	2	74	4,04	,97
	3	65	3,48	1,21
	4	27	3,96	1,13
	Total	304	3,75	1,15
MU2	1	138	3,73	1,21
	2	74	4,07	,96
	3	65	3,55	1,29
	4	27	2,96	1,19
	Total	304	3,71	1,20

Legend:

- AA2 – Academic achievement
- L2 – Language
- SC2 – Science
- M2 – Mathematics
- PH2 – Physical edu.
- A2 – Art edu.
- MU – Music edu.

ANOVA

		df	F	Sig.
AA2	Between Groups	3	3,753	,011
	Within Groups	300		
	Total	303		

Post Hoc Tests

Multiple Comparisons

LSD

Dependent Variable	I Grade	J Grade	Main Difference (I – J)	Std. Error	Sig.
Academic achievement2	1-----	2	-,18	,168	,278
		3	-3,30E-02	,175	,851
		4	-1,43E-02	,242	,953
	2-----	1	,18	,168	,278
		3	,15	,198	,453
		4	,17	,259	,517
	3-----	1	3,30E-02	,175	,851
		2	-,15	,198	,453
		4	1,87E-02	,264	,944
	4-----	1	1,43E-02	,242	,953
		2	-,17	,259	,517
		3	-1,87E-02	,264	,944
Language2	1-----	2	-,30	,178	,092
		3	-,16	,186	,377
		4	,44	,257	,084
	2-----	1	,30	,178	,092
		3	,14	,211	,516
		4	,75*	,275	,007
	3-----	1	,16	,186	,377
		3	-,14	,211	,516
		4	,61*	,280	,030
	4-----	1	-,44	,257	,084
		2	-,75*	,275	,007
		3	-,61*	,280	,030
Science 2	1-----	2	-,26	,173	,135
		3	-,18	,181	,316
		4	,47	,249	,058
	2-----	1	,26	,173	,135
		3	7,75E-02	,205	,705
		4	,73*	,267	,006

	3-----	1	,18	,181	,316
		2	-7,75E-02	,205	,705
		4	,66*	,272	,017
	4-----	1	-,47	,249	,058
		2	-,73*	,267	,006
		3	-,66*	,272	,017
Mathematics	1-----	2	-,31	,177	,076
		3	-,33	,185	,071
		4	-2,03E-02	,254	,936
	2-----	1	,31	,177	,076
		3	-1,93E-02	,209	,926
		4	,29	,272	,281
	3-----	1	,33	,185	,071
		2	1,93E-02	,209	,926
		4	,31	,278	,259
	4-----	1	2,03E-02	,254	,936
		2	-,29	,272	,281
		3	-,31	,278	,259
Physical education	1-----	2	-,41*	,143	,004
		3	-,27	,150	,073
		4	-,72*	,206	,001
	2-----	1	,41*	,143	,004
		3	,14	,169	,399
		4	-,31	,221	,160
	3-----	1	,27	,150	,073
		2	-,14	,169	,399
		4	-,45*	,225	,045
	4-----	1	,71*	,206	,001
		2	,31	,221	,160
		3	45*	225	,045
Art 2	1-----	2	-,20	,166	,230
		3	-,17	,173	,319
		4	4,09E-02	,239	,864
	2-----	1	,20	,166	,230
		3	266E-02	,196	,892
		4	,24	,256	,348
	3-----	1	,17	,173	,319

		2	-2,66E-02	,196	,892
		4	,21	,261	,413
	4-----	1	-4,09E-02	239	,864
		2	-,24	,256	,348
		3	-,21	261	,413
Music education	1-----	2	-,27	,159	,095
		3	-,11	,166	,494
		4	3,39E-02	,228	,882
	2-----	1	,27	,159	,095
		3	,15	,187	,418
		4	,30	,244	,222
	3-----	1	,11	,166	,494
		2	-,15	,187	,418
		4	,15	,249	,555
	4-----	1	-3,39E-02	,228	,882
		2	-,30	,244	,222
		3	-,15	,249	,555