

Antigypsyism in educational policy

Education is a value that should bring us, in addition to employment, knowledge, critical thinking, social ties and the ability to respond to various situations. In the process of education, we also acquire friendships, which are important for us in terms of socialization, acceptance and tolerance. However, our education system has several shortcomings that have not been addressed for several years, such as memorizing curricula, the absence of inclusive approaches and equal access to education for all. At the beginning it is necessary to clarify the basic concepts of the terminology of education classification. If a student reaches a certain level of education, it means that he / she has successfully completed the given educational program. Among the levels of education we include, for example, basic education, secondary education or higher vocational education. Primary education is divided into primary and lower secondary education (simply the first and second stage of primary school). Secondary education is divided into lower secondary vocational education, lower secondary vocational education with an apprenticeship certificate, secondary vocational education without a school-leaving certificate with an apprenticeship certificate and secondary vocational education without a school-leaving certificate and an apprenticeship certificate. We also know the complete secondary education, which ends with a school-leaving examination or an apprenticeship certificate (1). Entry into individual levels of education is governed by the basic requirements for study. For example, if someone wants to go to study in high school in the field of 'styling and marketing', they must have successfully completed the 9th year of primary school and meet the conditions of the admission procedure (2). However, not everyone has the opportunity to successfully complete the 9th year. And yet, the basic requirements for post-primary education are firmly established in our education system. In that educational system which, according to various studies (3), does not reflect the different needs of pupils. Lack of capacities of pedagogical and professional staff, incorrect diagnostics of children from socially disadvantaged backgrounds, ineffective inclusion of children with special educational needs, or financially and personnel undersized counseling facilities and services can also have an impact on the educational results of children in primary education. Therefore, a combination of several factors means that not all students successfully complete the ninth grade of primary school. Their possibilities for further studies at secondary schools are then often limited to two-year and three-year lower vocational education courses, the so-called F-unions. According to the Revision of Expenditure on Groups at Risk of Poverty or Social Exclusion, published by the Value for Money Department in March 2020, F-union education does not offer an equivalent level of education as primary school leaving, yet the year of instruction is almost twice as expensive. Expenditure in 2018 on the education of pupils in F-unions amounted to more than 16.3 million euros. While the average standard per F-section pupil was EUR 3 742, the average standard per regular primary school pupil was EUR 1 912 (4). The norm per student for 2021 in F-unions ranges between 4271 Euros to 4661 Euros. It is very important that upon completing this study, students do not automatically obtain proof of completion of lower secondary education, which is actually the completion of primary school. And here again we come to the problematic conditions of admission to secondary school. Because, despite the fact that students complete lower secondary vocational education, they cannot apply to study at schools that end their high school diploma. At present, their only opportunity is to complete courses to complete primary school, the so-called secondary education. Secondary and secondary schools can provide secondary education. Upon successful completion, the graduate will receive a certificate with a clause

stating the level of education obtained (6). If students who attend lower secondary vocational education have the opportunity to complete primary school during their studies, they can continue their studies and obtain a high school diploma after completing two-year or three-year courses. Of the schools that offer F-courses, less than half (42%) have provided secondary education courses and it is estimated that only 29% of F-courses have successfully completed school and obtained a final examination certificate (7). From these data it can be seen that in practice, secondary education is not very widespread. The opportunity to achieve higher education is closely linked to the possibilities of finding a job. The data in the table below show that people with primary education and lower secondary vocational education are among the largest groups suffering from unemployment. By contrast, people with a completed secondary education (GCSE) are significantly better placed on the labor market (8). The statistics below are for February 2020 and March 2020. We do not provide statistics for 2021, as a global coronavirus pandemic has been declared since March 2020 and the associated constraints have also affected individual areas of social life and thus unemployment.

Number of job seekers by highest educational attainment

	unfinished	basic	lower secondary vocational education	secondary vocational education	complete secondary vocational education
February 2020	3499	33381	22166	20934	6024
March 2020	3358	30927	20880	19394	5571

Source: Statistics for February 2020 and March 2020 of the Central Office of Social Affairs and the Family

Our education system should therefore strive to ensure that as many children as possible receive the best possible education. The ambition should also be that as many children as possible can obtain a high school diploma at secondary level. In 2018, a total of 4364 students were educated in F-departments (9). F-unions are most widespread in the allocated workplaces of secondary vocational schools, which are established near marginalized Roma communities, and thus the largest number of graduates of lower secondary vocational education are Roma children (10). Apart from the fact that this way of education can be considered as segregating, a much bigger problem is that the education obtained does not provide its holder with opportunities for further employment in society, and thus also his personal development. It is therefore very important to open a professional discussion on the conditions needed for secondary school education. It is also necessary to transform unions into those that are necessary for the labor market. An example is the apprenticeship of a practical woman, which does not provide its holders with a job in the labor market (11) and, with its focus and content, is unsatisfactory for the needs of the labor market in the 21st century. We want to have a dynamic and developing society, which, however, depends very much on our education system. It is high time to carry out a comprehensive reform of secondary vocational education so that every child has the opportunity to develop his or her potential and has a chance to find a better place in society. Because our common dream is to have a modern and prosperous country in which everyone is happy without distinction.

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