



# ENHANCING THE SOCIAL INTEGRATION OF ROMA

## Towards an inclusive society

*Paris, 7<sup>th</sup> June*

<http://www.oecd.org/eco/surveys/economic-survey-slovak-republic.htm>



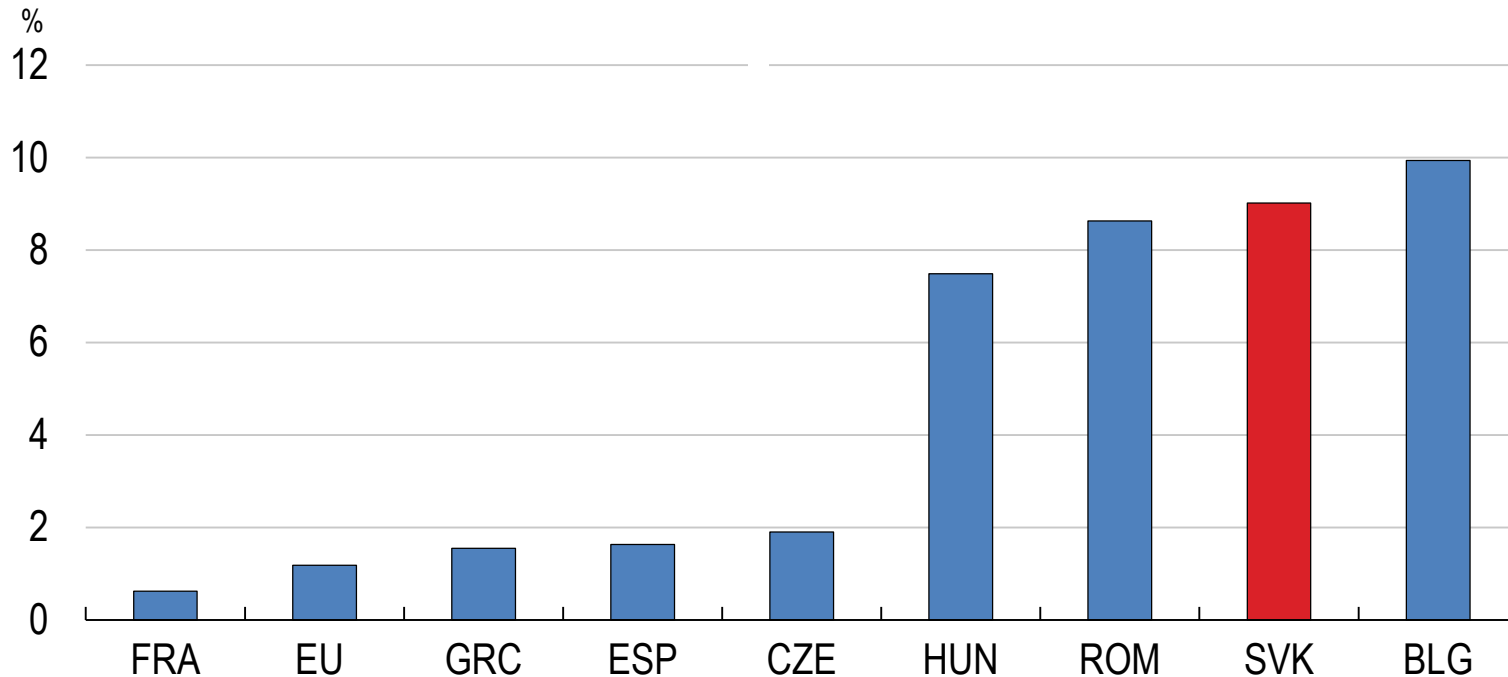
 @OECDeconomy  
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# The Slovak Republic has one of the continent's largest Roma populations

Estimated number of Roma in the EU as a % of the population



Note: The shares represent the average of different estimates.

Source: Council of Europe, <https://www.coe.int/en/web/portal/roma/>



# Roma face social exclusion in almost every aspect of everyday life

## Selected indicators of Roma exclusion

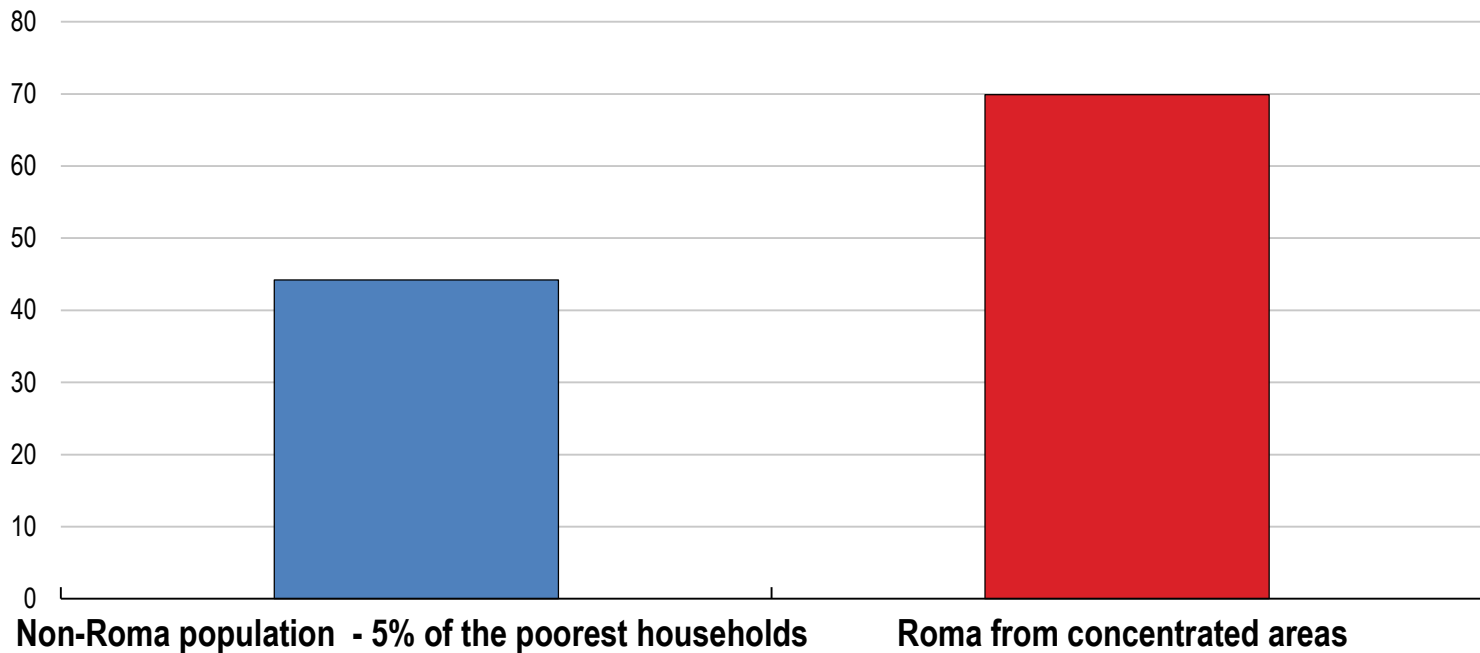
|  | General population | Roma |
|--|--------------------|------|
| At-risk-of-poverty rate (%)  | 13                 | 87   |
| Employment rate, 20-64, (%)  | 68                 | 25   |
| NEET rate - neither in work nor in education, aged 16-24, (%)                        | 14                 | 65   |
| Drop-out rate from education, (%)  | 7                  | 58   |
| Share of households living without a toilet, bathroom and shower inside the dwelling | 0.6                | 43   |
| Share of households living in areas affected by crime, violence and vandalism        | 8.7                | 30   |
| Life expectancy  | 76                 | 70   |

Source: EU (2016), *Second European Union Minorities and Discrimination Survey, Roma – Selected findings*, European Union, Agency for Fundamental Rights; B. Gavurová et al. (2014), “Meranie zdravia a zdravotných rizík vo vybraných rómskych osadách na Slovensku – fakty a reflexie”, in *Nerovnosť a chudoba v Európskej únii a na Slovensku*, 22-24 October, Košice.



# Roma can be trapped in a cycle of poverty for generations

Probability of ending up in poverty according to parents' economic and ethnic status

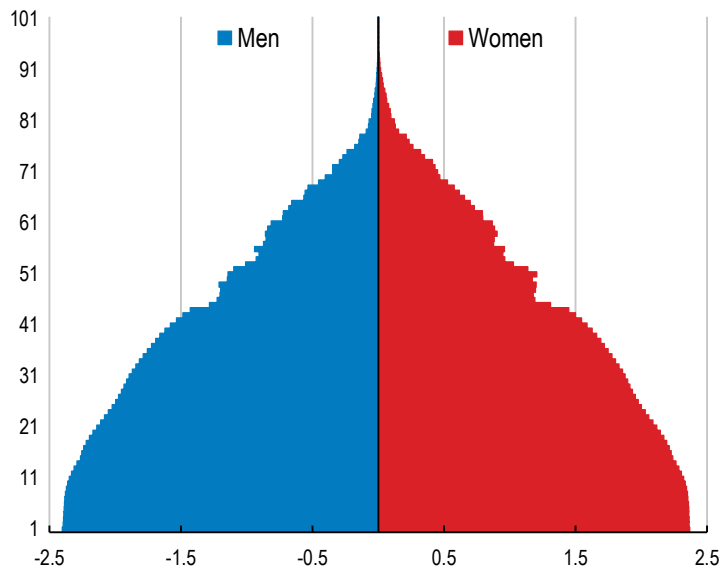


Source: OECD calculation based on J. Rizman (2018), "Jablko padá daleko od stromu", Institute of Financial Policy, Ministry of Finance of the Slovak Republic, Policy Brief, No. 09.

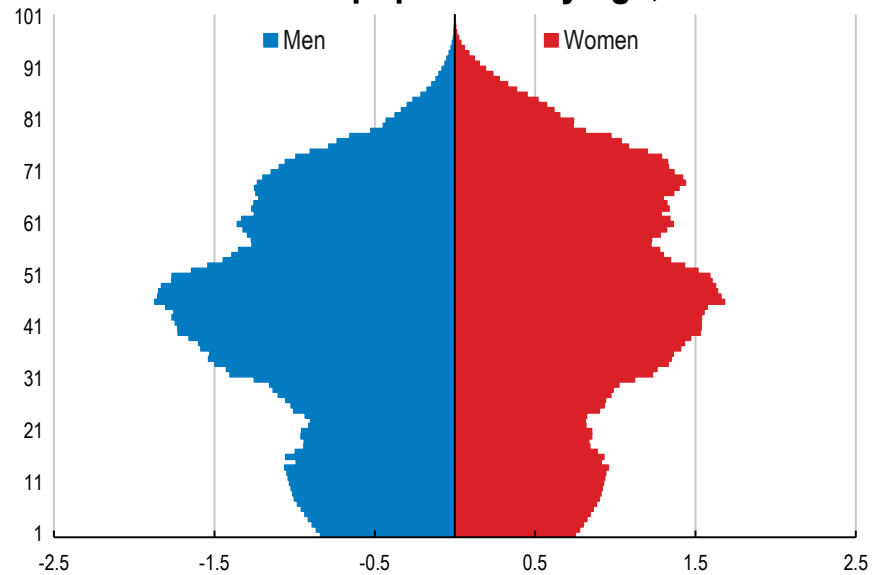


# Demographic trends underline the importance of Roma integration

**A. Roma population by age, 2015**



**B. Non-Roma population by age, 2015**

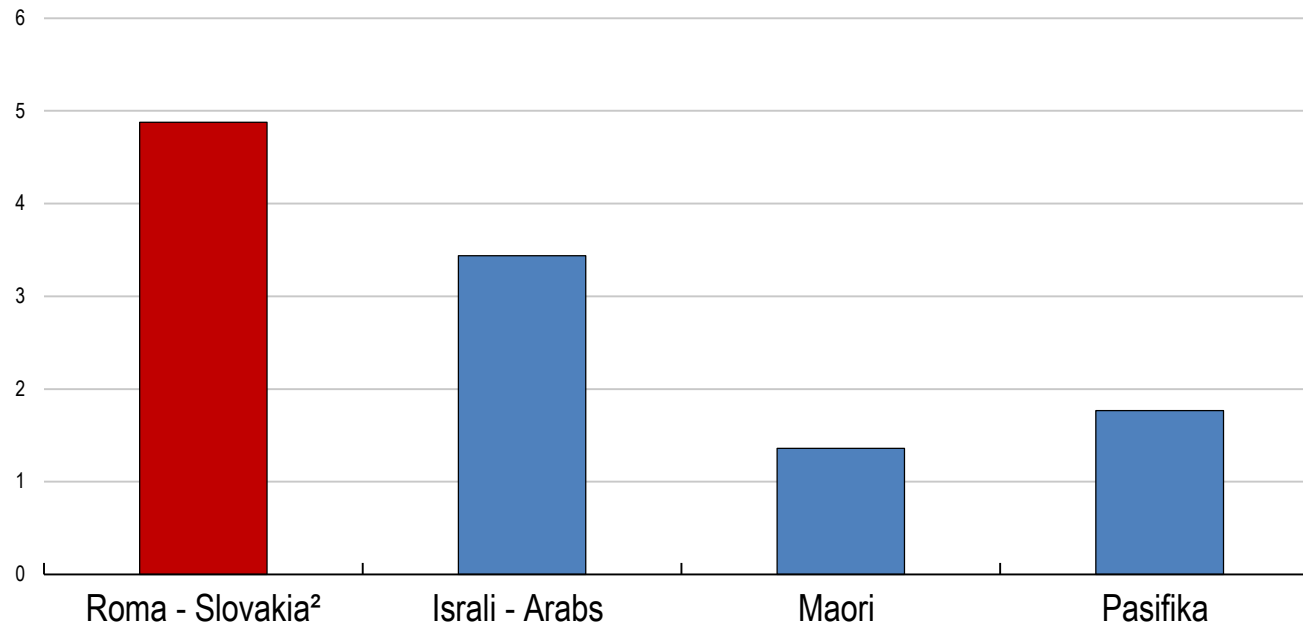


Source: Šprocha, B. (2014), *Reprodukcia rómskeho obyvateľstva na Slovensku a prognóza jeho populačného vývoja*, INFOSTAT – Výskumné demografické centrum.



# 15 years old Roma are already 5 years behind

Gap in PISA score compared to the rest of the population  
Expressed in equivalents of years of schooling



Source: 1. Average PISA score in mathematics and reading

2. Roma are identified by the language spoken at home.

Source: OECD, PISA Results, S. May, J. Flockton and S. Kirkham (2016), PISA 2015 - New Zealand Summary Report, Ministry of Education.

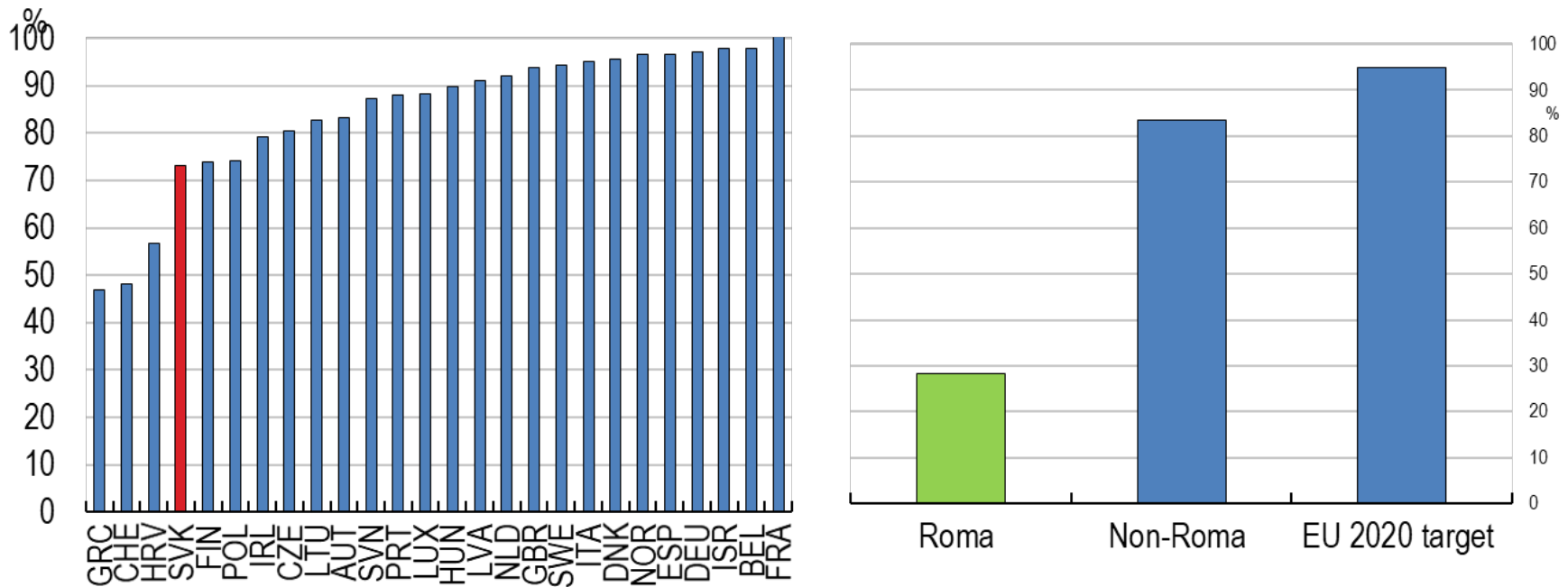
- The gap of Pisa scores of Roma in Slovakia with the rest of the Slovak population, amounts to almost 5 years of schooling,



# Pre-school attendance is low, especially for Roma

## Pre-school attendance is low, especially for Roma

Share of children age 4-6 (%) who participate in pre-school education

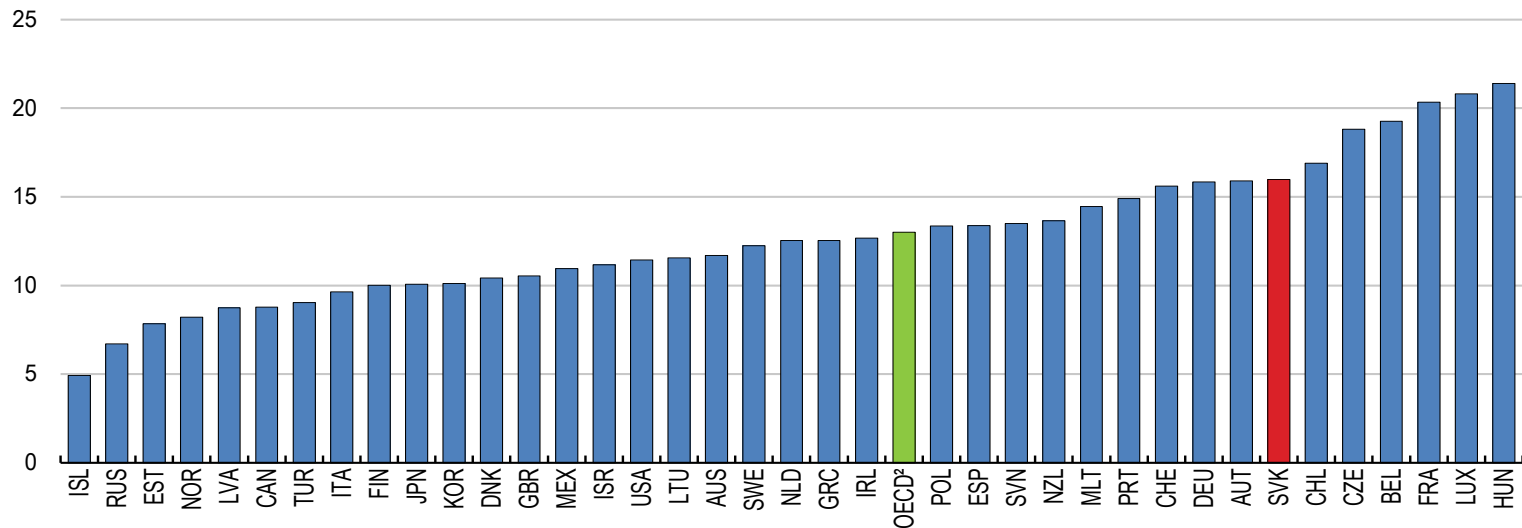


Source: OECD Family database; EU (2016), *Second European Union Minorities and Discrimination Survey, Roma – Selected findings*, European Union, Agency for Fundamental Rights



# Schools are not well equipped to teach poor students

## Impact of socio-economic status<sup>1</sup> on students' learning outcomes



*Note: Out of all Roma respondents at risk of discrimination on grounds of Roma background in at least one of the domains of daily life asked about in the survey in the past 5 years.*

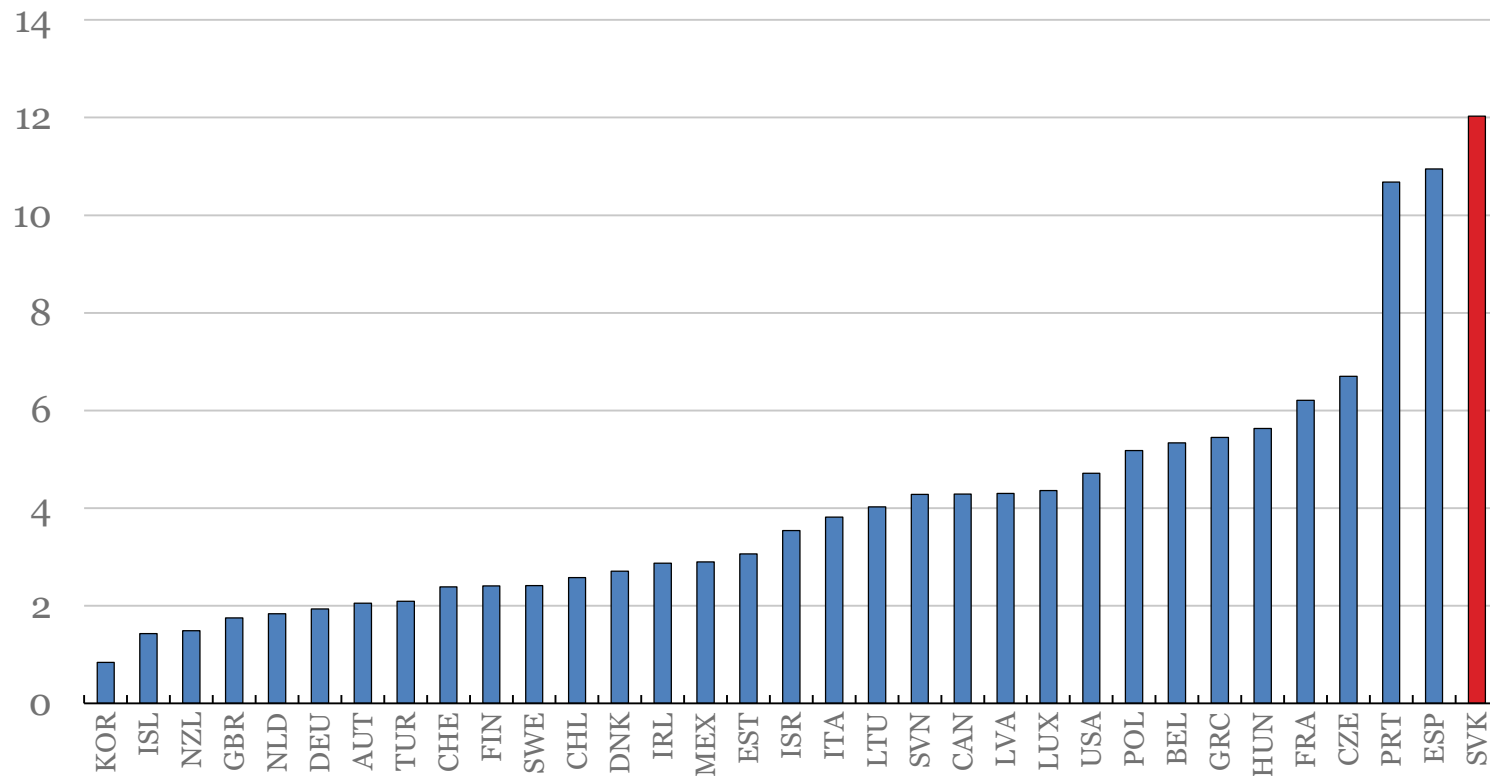
*Source: EU (2016), Second European Union Minorities and Discrimination Survey, Roma – Selected findings, European Union, Agency for Fundamental Rights.*





# Disadvantaged students in Slovakia are more likely to repeat grades

Likelihood of disadvantaged students to repeat a grade, relative to advantaged students

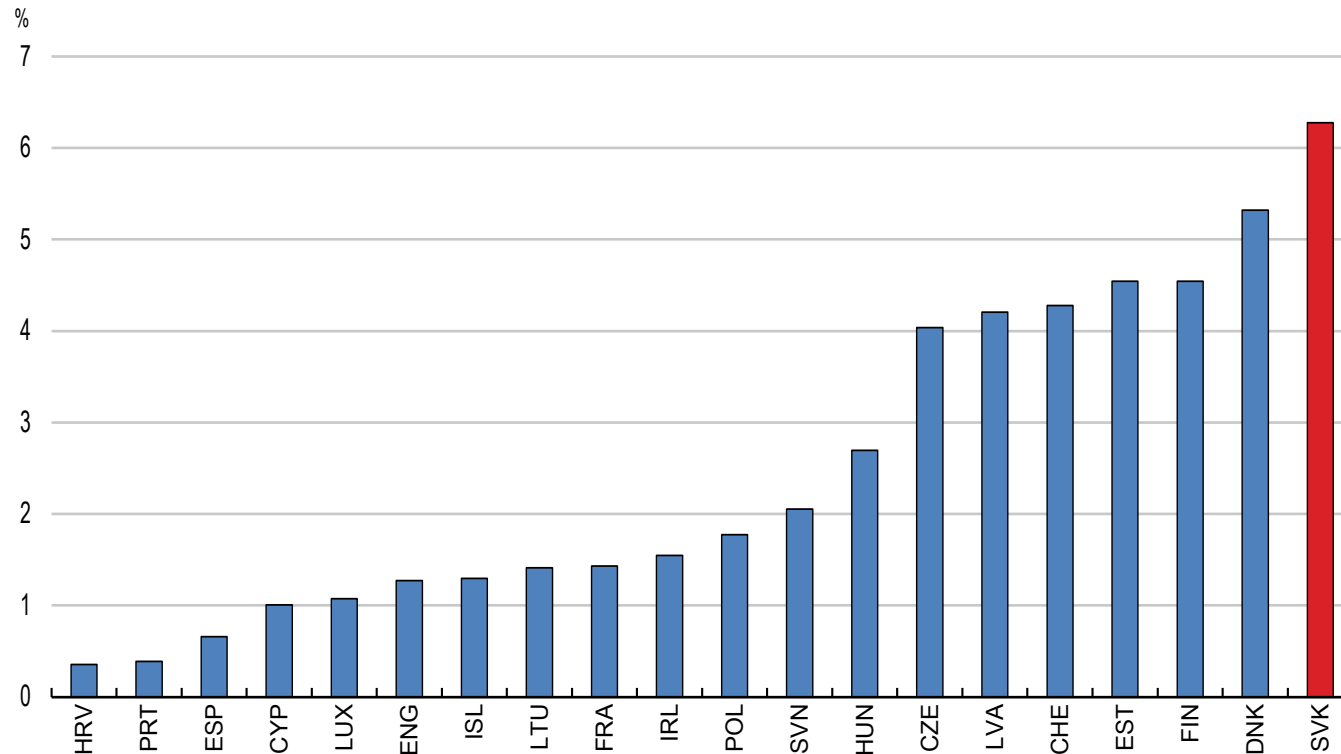


Source: OECD, PISA 2015 Database, Table I.6.14.



# Segregation and special schools

Slovakia has the highest share of pupils in the special schools (%)

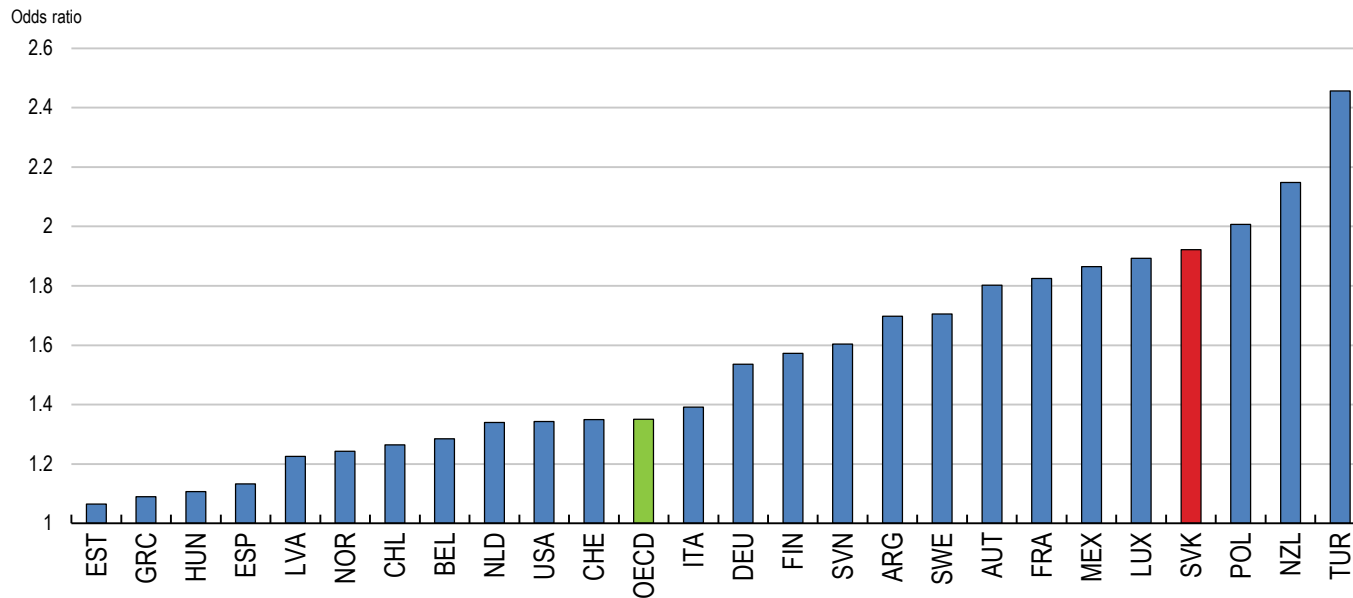


Source: Source: European Agency for Special Needs and Inclusive Education.



# Language barrier represents an important barrier for integration

Pupils who speak a different language at home from the language of assessment are more likely to be low performing



Source: OECD (2017), *Education at a Glance 2017: OECD Indicators*.



# What works?

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- **i) Coordinated interventions in different policy areas**, as the exclusion is so severe that interventions in one area will not work without others;
- **ii) Involving Roma themselves in policy interventions**, to help facilitate dialogue and cooperation between their communities and public institutions;
- **iii) Addressing the attitudes of the general public** - without this, integration efforts may not reach their aims.



## For more information



<http://www.oecd.org/eco/surveys/economic-survey-slovak-republic.htm>

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