

HUMAN RIGHTS,
DEMOCRACY
AND THE RULE OF LAW

COUNCIL OF EUROPE



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DROITS DE L'HOMME,
DÉMOCRATIE
ET ÉTAT DE DROIT

Romani-Plurilingual Policy Experimentation

Introduction to the RPPE

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Implementation of The Romani-Plurilingual Policy Experimentation in
Vyškovce nad Ipľom / Slovakia

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The Romani–Plurilingual Policy Experimentation, 2022–2025

Aim

To explore the potential of the Council of Europe's plurilingual and intercultural approach to education to support the educational inclusion of Roma children

Five principles

1. The educational inclusion of Romani children is a fundamental human right
2. The educational inclusion of Romani children should also benefit non-Romani pupils
3. The highly variable linguistic profiles of Romani communities mean that there can be no single approach to the inclusion of Romani children
4. Flexibility is more likely to be achieved when the primary focus is on learners and learning rather than on teachers and teaching
5. Flexibility is also more likely to be achieved when language education focuses on the development of plurilingual repertoires

The Romani–Plurilingual Policy Experimentation, 2022–2025

Three countries and ten schools

- Greece: Amaliada, Komotini, Volos
- Slovakia: Košice, Šulekovo, Vyškovce nad Ipľom
- Slovenia: Črenšovci, Leskovec, Maribor, Škocjan

Three deliverables

- Case studies
- Handbook of good practice
- Revised policy guidelines

Some focuses of experimentation

- Using Romani fairy tales and bilingual diaries to support the development of pupils' proficiency in the language of schooling
- Including Romani in all classroom communication
- Exploring ways of handing over control to Roma pupils, e.g. when they present what they are doing at school to a meeting of their parents
- Using peer-tutoring to support the inclusion of Roma pupils

A stylized landscape illustration featuring rolling green hills in the foreground and background. On the left, there is a green tree and a purple flower. A small red bird is flying in the sky. The sky is a gradient of light blue and white. The text is overlaid on the right side of the image.

Primary school in Vyškovce nad Ipľom

Implementation of The
Romani-Plurilingual Policy
Experimentation in Vyškovce nad
Ipľom / Slovakia

Základná škola – Alapiskola,
Vyškovce nad Ipľom 34

Introduction

- school with composite (combined) classes
- total number of students: 24
- a class with Hungarian as the primary language of instruction and a class with Slovak as the primary language of instruction since the 2020/2021 school year
- a member of RPPE since the 2023/2024 school year
- 5 languages: Romani, Slovak, Hungarian, Czech, English
- Common languages: Slovak, Hungarian, **English, Romani**
- Education: particular focus is on Physical Education and Arts



Why art?

Self-expression

teamwork

Concentration

attention

fine motor skills

creativity

**The first common
language is the
language of the soul**

Why sport?

building
self-confidence

sense of
achievement

perseverance

A sound mind in a sound body.

Concentration

anger
management

satisfying the
movement needs

teamwork

RPPE ACTION PLAN - ACTIVITIES VYŠKOVCE NAD IPĽOM

The realisation of the RPPE action plan through project works:

1. Greetings



Szia!

(Hungarian)



Ahoj!

(Czech)



Ahoj!

(Slovak)



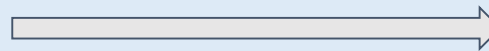
Taves baktalo!

(Romani)

2. Counting and addition



jek, duj, trin, štar, panž...



jeden, dva, tri, štyri, päť...



RPPE ACTION PLAN - ACTIVITIES VYŠKOVCE NAD IPĽOM

3. World Animal Day



RPPE ACTION PLAN - ACTIVITIES VYŠKOVCE NAD IPĽOM

3. World Animal Day



RPPE ACTION PLAN - ACTIVITIES VYŠKOVCE NAD IPĽOM

3. World Animal Day



RPPE ACTION PLAN - ACTIVITIES VYŠKOVCE NAD IPĽOM

4. Fruit day - tasting healthy food



RPPE ACTION PLAN - ACTIVITIES VYŠKOVCE NAD IPĽOM

4. Fruit day - tasting healthy food

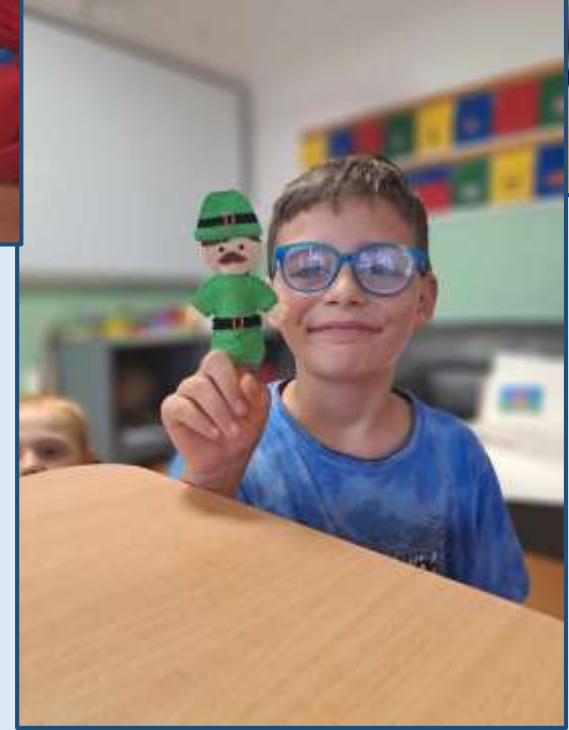


School garden



RPPE ACTION PLAN - ACTIVITIES VYŠKOVCE NAD IPĽOM

5. Dramatisation / Puppet theatre



RPPE ACTION PLAN - ACTIVITIES VYŠKOVCE NAD IPĽOM

6. World Music Day / The whole school is singing

Zither and flute



RPPE ACTION PLAN - ACTIVITIES VYŠKOVCE NAD IPĽOM

Further plans within the project - activities to be realised

- **Dramatisation of further well-known tales**
- **Reading in different languages**
- **Traditional Romani food, eating habits**
- **World Tree Day**
- **Crafts**
- **Christmas in school**

How do we overcome any difficulties?

- irregular school attendance

Solution: social educator, field social work, Community centre + the cooperation of local civil and preventive services

- unfavourable health, physical, mental and emotional conditions

Solution: assistant teacher, social educator, field social work, Community centre, diagnostics, change of clothes

- environment, family and economic background

Solution: social educator, field social work, Community centre, joining the support projects the Ministry of Education, providing school packs for students in their first year

- reluctance to acceptance (certain parents)

Solutions: consultations, a gradual approach, parent-teacher conferences

What might be transferable to other contexts?

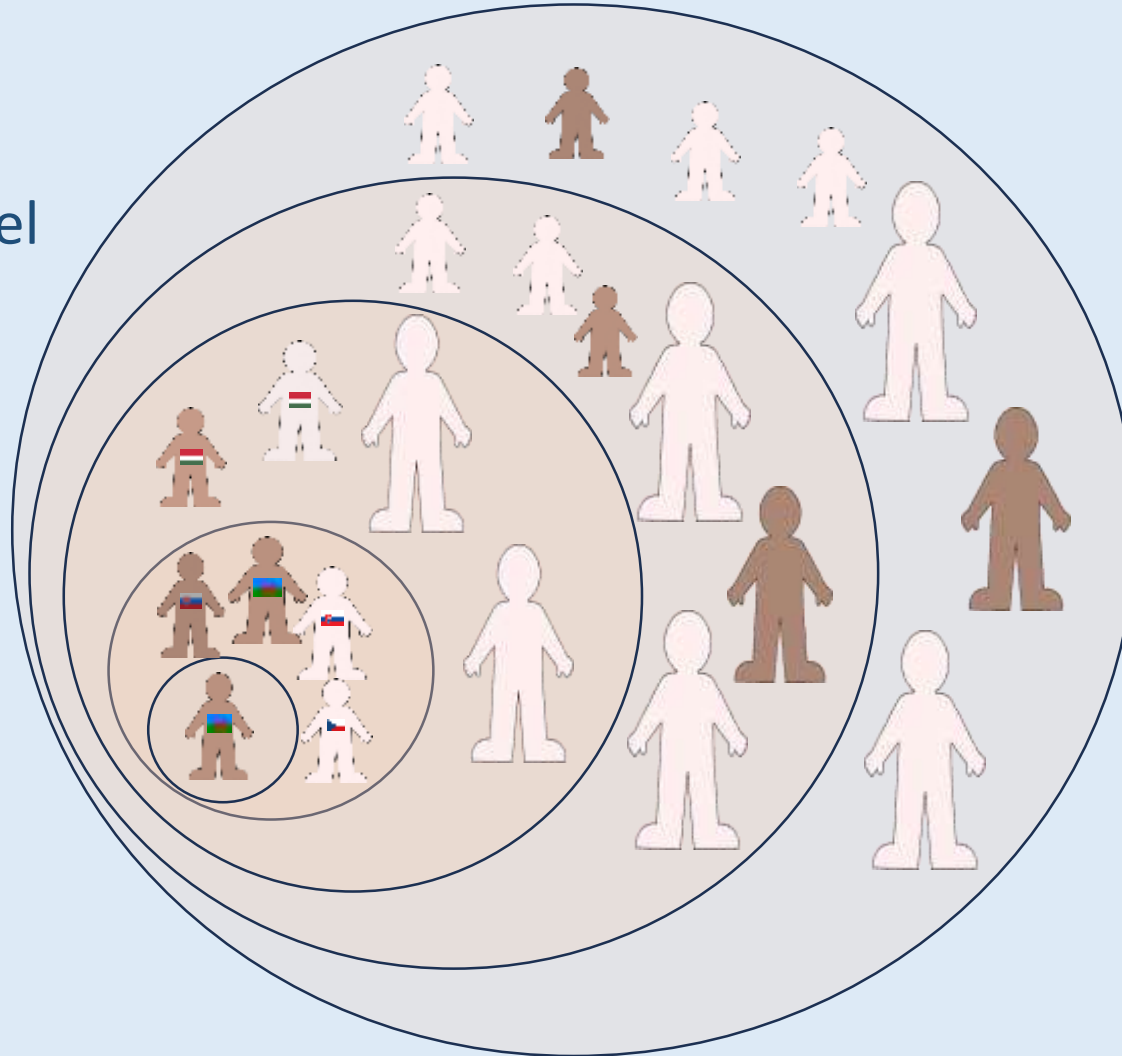
In teaching: transfer effects of arts and sporting activities

In general: arts - they help to understand each other's culture as they are the common connecting point that is independent of anyone's mother tongue

Acceptance of each other's language → Acceptance of each other's culture → Acceptance of each other

Inclusion in more dimensions: in space and time; within particular dimensions it is realised at different levels.

- 1 – a Romani child as an individual
- 2 – acceptance in class, inclusion
- 3 – acceptance in school
- 4 - acceptance in the village
- 5 – acceptance at regional level



**Thank You for Your
Attention!**