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"Travail socio-éducatif et de formation avec l'ethnie Rom",
Ludmila Krajcirikova, Fribourg 2012
: [recenzja]

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Review of the publication: Ludmila Krajcirikova, “Travail socio-éducatif et de formation avec l'ethnie Rom”

The author, Ludmila Krajcirikova, deals with the issue of Roma. Her latest book focused on social-instructional and educational work with the Roma ethnic group. She sees the Roma as a people without their own state and any common land. “As they lived in communities they did not belong to for hundreds of years, their history is at the same time the history of mutual relationships between themselves and towards other citizens of state units, where they lived” (p. 9).

She further writes: “If coexistence is generally understood as way of life of different populations or groups, which can have a different nationality, ethnicity, culture, religion, values or life style, whereas the basic picture of their common life is the origination and existence of common interaction and social relationships, the only adequate way of ordering the relationships between Roma and non-Roma is offered by the model of multiculturalism. The education of Roma should therefore be directed towards the complex improvement of the multicultural coexistence of various cultures. Slovakia cannot avoid crucial changes in approaching the Roma topic and it has to follow the assumption that education can offer the most help when it comes to eliminating problems which arise between different cultures and minorities” (p. 9).

The author has chosen a very current theme. It is necessary to adjust the process of education to the Roma mentality, the optimal form of psychological and social maturity, use adequate psycho-didactical procedures and care for the specific way of life of the Roma community.

The first chapter surveys the theoretical analysis of the ethnic group. This chapter is about the historical moving of Roma in the recent history of Slovakia. Moreover, the author briefly describes Roma as a majority as well as the rest of society's relationship with Roma. In response to this topic, the author mentions the issues of unemployment, poverty, the socially disadvantaged environment within the Roma community, as well as the professional possibilities for Roma.

The second chapter is about the Roma family in Slovakia. The following partial themes are included in this chapter: partner relationships and parentage in Roma families, the life cycle of Roma family, the influence of family education on the school success of pupils, the influence of little impulses from the family environment, governmental regulations and the activities of non-governmental organizations.

In the third chapter the author refers to the current state of education and instruction of Roma children – the time for appeals. The chapter is oriented towards legislative and other themes: the most important areas of the violation of rights during the education of the Roma population, the problem of using Roma language in education, the mentality of the Roma ethnic group, and the illegitimate re-categorization of children to specialized schools for the mentally handicapped.

The issue of instruction and education is analyzed in the fourth chapter. The chapter deals with the following sub-themes: the education of Roma children, the methods for educating Roma pupils, the specifics of Christian education of Roma children, the contribution of Roma culture to the rest of society, Roma children in pre-school institutions, dance as intervention within the pre-school education of Roma children, preparation classes and their meaning for Roma children, the physical process of Roma pupils, looking at education in Roma families, the Roma family and pre-school preparation of Roma children, the Roma family and the teacher of Roma children, and a Roma teacher assistant as a mediator between the Roma family and the school.

The previous theme continues in the theme of the Roma child at school, especially in the philosophy of education of Roma, teacher and the school environment of Roma, the educational process, the value of

education for Roma, peer groups, the relationship of Roma with school and school attendance, the truancy of Roma pupils, and positive evaluation – recognition.

The final chapter concludes with the issue of the personality of the teacher as a motivational aspect of education. The author mentions new approaches in the education of Roma pupils, the zero class, and the teaching assistant.

All of the chapters are logically connected and create a uniform structure within the publication. Despite plenty of publications dealing with Roma issue, the publication *Travail socio-éducatif et de formation avec l'ethnie Rom* is a necessary contribution and contains valuable information about social-instructional and educational work with the Roma ethnic group. This topic is still very current and has still not been concluded because of a new problem which has occurred.

In this publication, several scientific and professional books are referred to and several progressive ideas are presented.

"During education and the instruction of pupils coming from a socially disadvantaged environment it is adequate to use new, alternative forms of teaching resulting from their values (if it concerns Roma children) and traditions. Beginners as well as experienced teachers with practical knowledge should leave out old traditional forms of teaching and concentrate their work on the pupil's personality, and they should not forget to instruct, build a class community" (p. 121).

Reviewed publication:

Ludmila Krajcirikova

"Travail socio-éducatif et de formation avec l'ethnie Rom"

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