
Summary

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It can be proved by statistical data that the participation rate of gipsy children in education has been increasing since the second half of the 1990's, and so, as opposed to the previous period, relatively they have a better chance to finish their primary studies, and more of them enrol in secondary education than they used to, mainly in trade schools. The gradually improving school attendance data results from a demographic wave-trough which principally affects public education. The means of financing the educational system depends on the number of students, because it is done on a per capita basis, thus ensuring schools have a strong interest in increasing the number of enrolled students and then keeping them as well. Another thing that contributed to the better school attendance statistics is that the gradual increase in unemployment made even the gipsy parents realise that it is practically impossible for their children to find a job under 18 without the necessary qualifications, and also because the social benefits for children (family benefit, and more recently the schooling benefit) persuade them to keep their children at school. The school research results are in accordance with the experience that gipsy students with completed primary education have participated in greater numbers in secondary education year by year.

Social mobility, which is guaranteed by higher-level-education of gipsy children, is a two-fold process. On one hand, mobility means adaptation to the standards of society, rise from poverty, from miserables circumstances, and on other hand, separation from the family network and the ethnical minority group. In the present phase of the research we are looking for the main problems, and difficulties of this two-fold mobility process.