

---

## Summary

**Gábor Havas – Ilona Liskó:  
Segregation of Roma students in primary schools**

*Institute for Higher Education Research, Budapest, 2005.  
Research Papers 266.*

The article below summarizes the findings of our research on the segregation of Roma students in primary schools. The research was conducted in 2004 at the Institute For Upper Educational Research. Earlier in 2000 the Ministry of Education hired us to conduct a research on the circumstances of the primary education of Roma students. In 2000 we found that in a large proportion of the primary schools Roma students were segregated and educated among poorer personal and material circumstances. The schools did not use appropriate educational programs and methods in order to improve Roma students' results and successfully integrate them into society.

The findings of the research in 2000 helped to convince the educational government to change the allocation system of supplementary resources to be spent on the education of Roma students. Supplementary resources were only allocated to schools that were willing to cease segregation and educate Roma students in an integrated form.

With our research conducted in 2004 we wanted to contribute to the successful allocation of resources. We wanted to find primary schools that continued the segregation of Roma students and educated them ineffectively, that is where the government had to take urgent measures to intervene and change the current situation. The other aim of our research was to find out how schools responded to the government's intention to integrate Roma students and how the resources allocated to promote integration were used.

The data were collected in the spring of 2004 in 624 primary schools where the number of Roma students made segregation theoretically possible. Since the schools in our sample were selected on the basis of the proportion of the Roma students the proportion of schools in the Northern and Eastern regions of Hungary was the highest. As the majority of Roma families live in villages the proportion of village schools was 50 % in our sample.

The research methods included questionnaires filled in with school heads and local council representatives, classroom observation and visits to Roma neighborhoods. The article below summarizes our findings.