



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

Strasbourg, 20 September 2004

MIN-LANG/PR (2003) 8
Addendum 2
Annexes

EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES

Initial Periodical Report
presented to the Secretary General of the Council of Europe
in accordance with Article 15 of the Charter

SLOVAKIA

***Replies to the Comments/questions submitted to the
Government of Slovakia
regarding its Initial Periodical Report***

ANNEXES

ANNEX I

Overview of population by nationality and by mother tongue

Appendix no. 1

Overview of population by nationality and by mother tongue

| Mother tongue | Nationality | | | | | | | | | | | Total | |
|---------------|-------------|-----------|-------|-----------|-----------|-------|--------|--------|----------|---------|-------|-------|--------------|
| | Slovak | Hungarian | Roma | Ruthenian | Ukrainian | Czech | German | Polish | Croatian | Serbian | Other | | Unidentified |
| Slovak | 4466683 | 9416 | 20483 | 1178 | 1128 | 6791 | 1471 | 274 | 108 | 65 | 1585 | 3035 | 4512217 |
| Hungarian | 55236 | 507220 | 8869 | 37 | 82 | 424 | 153 | 12 | 13 | 5 | 149 | 729 | 572929 |
| Roma | 37803 | 2018 | 59174 | 17 | 19 | 89 | 1 | 0 | 0 | 0 | 14 | 313 | 99448 |
| Ruthenian | 28885 | 15 | 40 | 22751 | 2996 | 45 | 0 | 2 | 0 | 1 | 39 | 133 | 54907 |
| Ukrainian | 1342 | 36 | 4 | 83 | 6340 | 18 | 2 | 8 | 0 | 0 | 21 | 25 | 7879 |
| Czech | 8199 | 314 | 78 | 38 | 34 | 36651 | 50 | 21 | 2 | 3 | 2123 | 688 | 48201 |
| German | 2316 | 125 | 4 | 0 | 3 | 71 | 3625 | 3 | 15 | 0 | 146 | 35 | 6343 |
| Polish | 424 | 11 | 0 | 3 | 5 | 11 | 1 | 2248 | 0 | 0 | 11 | 17 | 2731 |
| Croatian | 200 | 11 | 0 | 0 | 0 | 4 | 2 | 0 | 730 | 17 | 16 | 8 | 988 |
| Serbian | 39 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 3 | 330 | 30 | 7 | 411 |
| Other | 680 | 29 | 6 | 11 | 103 | 28 | 9 | 4 | 9 | 6 | 6342 | 118 | 7345 |
| Unidentified | 13047 | 1332 | 1262 | 83 | 104 | 487 | 91 | 30 | 10 | 7 | 209 | 49394 | 66056 |
| Total | 4614854 | 520528 | 89920 | 24201 | 10814 | 44620 | 5405 | 2602 | 890 | 434 | 10685 | 54502 | 5379455 |

Population structure with respect to mother tongue in 2001 and 1991 in %

| | Mother tongue | | | | | | | | | | |
|-------------|---------------|-----------|------|-----------|-----------|-------|--------|--------|-------|--------------|--|
| | Slovak | Hungarian | Roma | Ruthenian | Ukrainian | Czech | German | Polish | Other | Unidentified | |
| 2001 | 83,9 | 10,7 | 1,8 | 1,0 | 0,1 | 0,9 | 0,1 | 0,1 | 0,2 | 1,2 | |
| 1991 | 84,3 | 11,5 | 1,5 | 0,9 | 0,2 | 1,1 | 0,1 | 0,1 | 0,1 | 0,2 | |

Annex 2

List of municipalities where citizens of the Slovak Republic belonging to national minority constitute more than 10% and less than 20 % of the population according to the census of 26 May 2001

Appendix no. 2

List of municipalities where citizens of the Slovak Republic belonging to national minority constitute more than 10% and less than 20 % of the population according to the census of 26 May 2001

Hungarian minority

| District Municipality | Population | Hungarian nationality | % |
|-----------------------------------|------------|--------------------------|------|
| Bratislava II | | | |
| Bratislava - Podunajské Biskupice | 19749 | 2760 | 14,0 |
| Bratislava V | | | |
| Bratislava – Čuňovo | 911 | 95 | 10,4 |
| Bratislava – Jarovce | 1199 | 160 | 13,3 |
| Bratislava – Rusovce | 1922 | 359 | 18,7 |
| Senec | | | |
| Hurbanova Ves | 228 | 35 | 15,4 |
| Komárno | | | |
| Lipové | 195 | 28 | 14,4 |
| Levice | | | |
| Kalná nad Hronom | 2073 | 335 | 16,2 |
| Kuraľany | 591 | 16 | 12,2 |
| Lok | 1015 | 174 | 17,1 |
| Malé Kozmálovce | 402 | 48 | 11,9 |
| Nový Tekov | 835 | 104 | 12,5 |
| Starý Hrádok | 178 | 24 | 13,5 |
| Nitra | | | |
| Jelšovce | 950 | 98 | 10,3 |
| Telince | 277 | 55 | 19,9 |
| Šaľa | | | |
| Šaľa – mesto | 24564 | 4392 | 17,9 |

| | | | |
|---------------|------|-----|------|
| Horná Kráľová | 1916 | 346 | 18,1 |
|---------------|------|-----|------|

Lučenec

| | | | |
|----------------|-------|------|------|
| Lučenec –mesto | 28332 | 3713 | 13,1 |
|----------------|-------|------|------|

Rimavská Sobota

| | | | |
|------------|-----|----|------|
| Lipovec | 75 | 13 | 17,3 |
| Slizké | 136 | 26 | 19,1 |
| Zacharovce | 413 | 81 | 19,6 |

Veľký Krtíš

| | | | |
|-------------------|-----|-----|------|
| Slovenské Ďarmoty | 574 | 110 | 19,2 |
|-------------------|-----|-----|------|

Košice okolie

| | | | |
|-----------|------|-----|------|
| Jasov | 2661 | 375 | 14,1 |
| Kechnec | 876 | 133 | 15,2 |
| Seňa | 1644 | 21 | 10,9 |
| Veľká Ida | 2808 | 516 | 18,4 |

Michalovce

| | | | |
|--------|-----|----|------|
| Bajany | 534 | 65 | 12,2 |
|--------|-----|----|------|

Trebišov

| | | | |
|------------------|------------|-----------|-------------|
| <i>Malá Trňa</i> | <i>452</i> | <i>56</i> | <i>12,4</i> |
|------------------|------------|-----------|-------------|

| | | | |
|----------------------|------|-----|------|
| Slovenské Nové Mesto | 1072 | 130 | 12,1 |
|----------------------|------|-----|------|

Roma minority

| District Municipality | Population | Roma nationality | % | |
|--------------------------|------------|---------------------|-----|------|
| Levice | | | | |
| Slatina | | 348 | 36 | 10,3 |
| Šarovce | | 1621 | 212 | 13,1 |
| Liptovský Mikuláš | | | | |
| Liptovská Porúbka | | 1140 | 134 | 11,8 |
| Pribylina | | 1350 | 224 | 16,6 |
| Banská Bystrica | | | | |
| Môlča | | 360 | 51 | 14,2 |
| Brezno | | | | |
| Šumiac | 1479 | 242 | | 16,4 |
| Krupina | | | | |
| Čekovce | | 471 | 65 | 13,8 |
| Súdovce | | 211 | 25 | 11,8 |
| Lučenec | | | | |
| Čakanovce | | 931 | 157 | 16,9 |
| Šíd | | 1162 | 202 | 17,4 |
| Revúca | | | | |
| Gemerská Ves | | 916 | 119 | 13,0 |
| Chyžné | | 415 | 52 | 12,5 |
| Kameňany | | 696 | 137 | 19,7 |
| Nandraž | | 234 | 42 | 17,9 |
| Ploské | | 79 | 9 | 11,4 |
| Ratková | | 493 | 70 | 14,2 |
| Skerešovo | | 248 | 28 | 11,3 |
| Rimavská Sobota | | | | |
| Abovce | | 606 | 70 | 11,6 |
| Blhovce | | 814 | 85 | 10,4 |
| Figa | | 389 | 44 | 11,3 |

| | | | |
|----------------|-----|-----|------|
| Gortva | 493 | 67 | 13,6 |
| Chrámec | 397 | 79 | 19,9 |
| Kesovce | 118 | 19 | 16,1 |
| Lenartovce | 546 | 81 | 14,8 |
| Martinová | 199 | 31 | 15,6 |
| Potok | 44 | 7 | 15,9 |
| Radnovce | 643 | 81 | 12,6 |
| Sútor | 400 | 75 | 18,8 |
| Uzovská Panica | 679 | 89 | 13,1 |
| Valice | 304 | 57 | 18,8 |
| Včelince | 760 | 138 | 18,2 |
| Zacharovce | 413 | 60 | 14,5 |
| Zádor | 101 | 14 | 13,9 |

Veľký Krtíš

| | | | |
|----------------|-----|----|------|
| Červeňany | 29 | 3 | 10,3 |
| Horná Strehová | 201 | 24 | 11,9 |
| Muľa | 273 | 31 | 11,4 |

Bardejov

| | | | |
|-----------------|-----|-----|------|
| Andrejová | 306 | 47 | 15,4 |
| Frička | 251 | 29 | 11,6 |
| Kurov | 546 | 96 | 17,6 |
| Ortuťová | 218 | 30 | 13,8 |
| Petrová | 597 | 102 | 17,1 |
| Snakov | 642 | 91 | 14,2 |
| Šarišské Čierne | 345 | 49 | 14,2 |
| Varadka | 168 | 26 | 15,5 |

Humenné

| | | | |
|--------------|-----|----|------|
| <i>Karná</i> | 447 | 54 | 12,1 |
|--------------|-----|----|------|

Kežmarok

| | | | |
|-------------|------|-----|------|
| Holumnica | 777 | 116 | 14,9 |
| Huncovce | 2272 | 433 | 19,1 |
| Ihľany | 1251 | 168 | 13,4 |
| Krížová Ves | 1613 | 162 | 10,0 |
| Stará Lesná | 893 | 124 | 13,9 |

Levoča

| | | | |
|--------|-------|------|------|
| Dofany | 382 | 43 | 11,3 |
| Dravce | 772 | 115 | 14,9 |
| Levoča | 14366 | 1609 | 11,2 |

Medzilaborce

| | | | |
|----------------------|-----|----|------|
| Brestov nad Laborcom | 68 | 9 | 13,2 |
| Kalinov | 312 | 48 | 15,4 |
| Palota | 183 | 25 | 13,7 |

Poprad

| | | | |
|--------------------|------|-----|------|
| Gánovce | 1005 | 122 | 12,1 |
| Hranovnica | 2442 | 294 | 12,0 |
| Liptovská Teplička | 2277 | 338 | 14,8 |
| Mengusovce | 579 | 79 | 13,6 |
| Spišský Štiavnik | 2019 | 271 | 13,4 |

Prešov

| | | | |
|--------------|-----|-----|------|
| Bzenov | 728 | 75 | 10,3 |
| Kojatice | 964 | 100 | 10,4 |
| Lesíček | 266 | 31 | 11,7 |
| Malý Slivník | 640 | 91 | 14,2 |
| Tuhrina | 405 | 45 | 11,1 |

Sabinov

| | | | |
|------------------|------|-----|------|
| Jarovnice | 4051 | 660 | 16,3 |
| Renčišov | 172 | 18 | 10,5 |
| Uzovské Pekl'any | 382 | 55 | 14,4 |

Stará Ľubovňa

| | | | |
|----------|------|-----|------|
| Jakubany | 2415 | 378 | 15,7 |
|----------|------|-----|------|

Stropkov

| | | | |
|---------|-----|----|------|
| Veľkrop | 220 | 35 | 15,9 |
|---------|-----|----|------|

Svidník

| | | | |
|---------------|-----|-----|------|
| Kapišová | 381 | 38 | 10,0 |
| Vyšný Mirošov | 604 | 111 | 18,4 |

Vranov nad Topľou

| | | | |
|----------------------|------|-----|------|
| Hanušovce nad Topľou | 3582 | 511 | 14,3 |
| Kamenná Poruba | 1054 | 117 | 11,1 |
| Kučín | 479 | 62 | 12,9 |
| Ondavské Matiašovce | 804 | 152 | 18,9 |

| | | | |
|------------|------|-----|------|
| Ruská Vôľa | 93 | 12 | 12,9 |
| Sačurov | 1962 | 202 | 10,3 |
| Veheč | 2123 | 295 | 13,9 |

Gelnica

| | | | |
|---------|------|-----|------|
| Švedlár | 1930 | 205 | 10,6 |
|---------|------|-----|------|

Košice I

| | | | |
|-----------------|-----|----|------|
| Košice –Džungľa | 453 | 66 | 14,6 |
|-----------------|-----|----|------|

Košice IV

| | | | |
|-----------------|------|-----|------|
| Košice – Krásna | 3452 | 361 | 10,5 |
|-----------------|------|-----|------|

Košice okolie

| | | | |
|--------------|------|-----|------|
| Kráľovce | 1006 | 104 | 10,3 |
| Sokolany | 1080 | 138 | 12,8 |
| Veľká Lodina | 241 | 30 | 12,4 |

Michalovce

| | | | |
|-----------------------------|------|-----|------|
| Jastrabie pri Michalovciach | 356 | 49 | 13,8 |
| Kapušianske Kľačany | 808 | 154 | 19,1 |
| Nacina Ves | 1746 | 220 | 12,6 |
| Petrovce nad Laborcom | 933 | 165 | 17,7 |
| Sliepkovce | 704 | 74 | 10,5 |

Rožňava

| | | | |
|----------------|------|-----|------|
| Brzotín | 1238 | 191 | 15,4 |
| Čoltovo | 475 | 83 | 17,5 |
| Gemerská Hôrka | 1329 | 138 | 10,4 |
| Kocel'ovce | 248 | 31 | 12,5 |
| Roštár | 525 | 68 | 13,0 |
| Slavoška | 122 | 20 | 16,4 |

Sobrance

| | | | |
|---------------|-----|----|------|
| Blatné Remety | 499 | 75 | 15,0 |
|---------------|-----|----|------|

Spišská Nová Ves

| | | | |
|-----------|------|-----|------|
| Hrabušice | 2173 | 348 | 16,0 |
| Rudňany | 3196 | 395 | 12,4 |

Trebišov

| | | | |
|------------|------|-----|------|
| Boľany | 1201 | 216 | 18,8 |
| Hrčel' | 787 | 109 | 13,9 |
| Leles | 1900 | 217 | 11,4 |
| Parchovany | 1887 | 206 | 10,9 |

Ukrainian minority

| District Municipality | Population | Ukrainian nationality | % |
|---------------------------------|------------|--------------------------|------|
| Bardejov | | | |
| Becherov | 274 | 45 | 16,4 |
| Chmeľová | 405 | 70 | 17,3 |
| Mikulášová | 153 | 16 | 10,5 |
| Humenné | | | |
| Nechválava Polianka | 135 | 21 | 15,6 |
| Závada | 84 | 11 | 13,1 |
| Snina | | | |
| Parihuzovce | 28 | 3 | 10,7 |
| Pichne | 546 | 74 | 13,6 |
| Ubľa | 881 | 112 | 12,7 |
| Svidník | | | |
| Havranec | 10 | 1 | 10,0 |
| Nižná Jedľová | 80 | 13 | 16,3 |
| Nová Polianka | 62 | 12 | 19,4 |

Ruthenian minority

| District Municipality | Population | Ruthenian nationality | % |
|--------------------------|------------|--------------------------|------|
| Bardejov | | | |
| Andrejová | 306 | 58 | 19,0 |
| Beloveža | 802 | 82 | 10,2 |
| Frička | 251 | 29 | 11,6 |
| Hutka | 94 | 16 | 17,0 |
| Kurov | 546 | 76 | 13,9 |
| Livov | 113 | 17 | 15,0 |
| Nižná Polianka | 258 | 41 | 15,9 |
| Petrová | 597 | 69 | 11,6 |
| Stebník | 342 | 37 | 10,8 |
| Humenné | | | |
| Rokytovej pri Humennom | 339 | 50 | 14,7 |
| Sabinov | | | |
| Bajerovce | 354 | 60 | 16,9 |
| Snina | | | |
| Brezovec | 63 | 8 | 12,7 |
| Dúbrava | 286 | 31 | 10,8 |
| Hrabová Roztoka | 74 | 13 | 17,6 |
| Ladomirov | 376 | 45 | 12,0 |
| Michajlov | 103 | 15 | 14,6 |
| Pichne | 546 | 107 | 19,6 |
| Príslop | 72 | 13 | 18,1 |
| Stakčín | 2 385 | 383 | 16,1 |
| Stakčinská Roztoka | 335 | 42 | 12,5 |
| Šmigovec | 109 | 13 | 11,9 |
| Uličské Krivé | 288 | 43 | 14,9 |
| Zboj | 488 | 49 | 10,0 |
| Stará Ľubovňa | | | |
| Jarabina | 834 | 164 | 19,7 |
| Kamienka | 1 408 | 237 | 16,8 |
| Legnava | 156 | 29 | 18,6 |
| Obručné | 64 | 11 | 17,2 |
| Starina | 86 | 11 | 12,8 |
| Stropkov | | | |
| Gribov | 183 | 20 | 10,9 |
| Kolbovce | 181 | 20 | 11,0 |

| | | | |
|--------------------------|--------|-------|------|
| Lomné | 300 | 34 | 11,3 |
| Makovce | 195 | 22 | 11,3 |
| Oľšavka | 232 | 28 | 12,1 |
| Varechovce | 169 | 27 | 16,0 |
| Veľkrop | 220 | 30 | 13,6 |
| Vyškovce | 149 | 19 | 12,8 |
| Svidník | | | |
| Beňadikovce | 230 | 29 | 12,6 |
| Bodružal | 59 | 10 | 16,9 |
| Cernina | 589 | 70 | 11,9 |
| Dlhoňa | 69 | 7 | 10,1 |
| Hunkovce | 347 | 36 | 10,4 |
| Kružlová | 558 | 98 | 17,6 |
| Kurimka | 405 | 70 | 17,3 |
| Rakovčik | 171 | 20 | 11,7 |
| Rovné | 511 | 95 | 18,6 |
| Soboš | 129 | 14 | 10,9 |
| Svidnička | 134 | 23 | 17,2 |
| Svidník | 12 428 | 1 621 | 13,0 |
| Šarišský Štiavnik | 292 | 42 | 14,4 |
| Vyšný Komárnik | 85 | 16 | 18,8 |
| Vyšný Orлік | 385 | 64 | 16,6 |
| Vranov nad Topľou | | | |
| Piskorovce | 163 | 22 | 13,5 |
| Gelnica | | | |
| Závadka | 600 | 61 | 10,2 |
| Sobrance | | | |
| Beňatina | 271 | 28 | 10,3 |

German minority

| District Municipality | Population | German nationality | % |
|---------------------------|------------|-----------------------|------|
| Turčianske Teplice | | | |
| Brieštie | 170 | 25 | 14,7 |
| Turček | 716 | 93 | 13,0 |
| Žiar nad Hronom | | | |
| Kremnické Bane | 250 | 26 | 10,4 |
| Kunešov | 244 | 45 | 18,4 |
| Stará Ľubovňa | | | |
| Chmeľnica | 914 | 107 | 11,7 |
| Košice - okolie | | | |
| Medzev | 3667 | 497 | 13,6 |

Croatian minority

| District Municipality | Population | Croatian nationality | % |
|--------------------------|------------|-------------------------|------|
| <i>Bratislava</i> | | | |
| Bratislava - Čunovo | 911 | 148 | 16,2 |

Annex 3

List and addresses of authorities and organisations whose competences include the protection and development of regional or minority languages

Annex no. 3

List and addresses of authorities and organisations whose competences include the protection and development of regional or minority languages

Constitutional Court (rules on cases relating to the protection of constitutional rights of citizens, including the right to use national minority languages)

Address:

Ústavný súd SR

Hlavná 72

042 65 Košice

Tel: +421/55/7207211, 6227633, 6227732

Fax: +421/55/6227 629

E-mail: ochodni@concourt.sk

www.concourt.sk

Ombudsman (an independent authority participating in the protection of fundamental rights and freedoms of natural persons in cases when the action, decisions or inaction of public administration authorities are at variance with the legal order or principles of a democratic state and the rule of law)

Address:

Verejný ochranca práv

P.O. BOX 1

820 04 Bratislava 24

Tel.: +421/2/4828 7239

Fax: +421/2/4828 7203

E-mail: sekretariat@vop.gov.sk

www.vop.gov.sk

Parliamentary Committee for Human Rights, Nationalities and the Status of Women (an initiative and oversight body of the Parliament)

Address:

Výbor pre ľudské práva, národnosti a postavenie žien

Národná rada Slovenskej republiky

Mudroňova 1

812 80 Bratislava

Tel.: +421/2/593 41 698, 593 41 699

Fax: +421/2/544 30 681

E-mail: lpn@nrsrc.sk

www.nrsrc.sk/main.aspx?sid=vybory/zoznam

Slovak National Centre for Human Rights (assists in the development of an efficient system of protection of human and civil rights; monitors and evaluates the observance of human rights and the principle of equal treatment; carries out research, educational and publishing activities; provides legal assistance to the victims of discrimination and expressions of intolerance, etc.)

Address:

Slovenské národné stredisko pre ľudské práva

Drotárska cesta 46

811 04 Bratislava

Tel./Fax: +421/2/62804338

e-mail: lprava@zutom.sk

www.snslp.sk

Deputy Prime Minister for European Integration, Human Rights and Minorities

Address:

Kancelária podpredsedu vlády SR pre menšiny

Úrad vlády SR

Námestie Slobody 1

813 70 Bratislava

Tel.: +421/2/572 95 318

Fax: +421/2/524 91 647

e-mail: kancppvm@vlada.gov.sk

www.vlada.gov.sk/csaky

Section of Human Rights and Minorities of the Office of the Government

Address:

Úrad vlády SR

Námestie Slobody 1

813 70 Bratislava

Tel.: +421/2/572 95 318

Fax: +421/2/524 91 647

www.vlada.gov.sk/mensiny

Office of the Government's Plenipotentiary for Roma Communities

Address:

Úrad splnomocnenkyne vlády SR pre rómske komunity

Úrad vlády SR

Námestie Slobody 1

813 70 Bratislava

Tel.: +421/2/572 95 833, 572 95 832

Fax: +421/2/572 95 816

e-mail: ingrid.tesarikova@strategy.gov.sk

www.vlada.gov.sk/orgovanova

Council of the Government for National Minorities and Ethnic Groups (an advisory body to the Government)

Address:

Rada vlády SR pre národnostné menšiny a etnické skupiny

Sekcia ľudských práv a menšín

Úrad vlády SR

Námestie Slobody 1

813 70 Bratislava

Tel.: +421/2/572 95 318

Fax: +421/2/524 91 647

www.vlada.gov.sk/vlada/poradneorgany

Minority Cultures Section, Ministry of Culture

Address:

Sekcia menšinových kultúr

Ministerstvo kultúry SR

Námestie SNP 33

813 31 Bratislava

Tel.: +421/2/59 391 444

Fax: +421/2/59 391 474

e-mail: smk@culture.gov.sk

National Minority Education Section, Ministry of Education

Address:

Odbor vzdelávania národnostných menšín

Ministerstvo školstva SR

Stromová 1

813 30 Bratislava

Tel.: +421/2/593 74 310

Fax: + 421/2/593 74 309

www.education.gov.sk

Roma Community Education Department, Ministry of Education

Address:

Oddelenie výchovy a vzdelávania rómskych komunít

Ministerstvo školstva SR

Stromová 1

813 30 Bratislava

Tel.: +421/2/593 74 310

Fax: + 421/2/593 74 309

www.education.gov.sk

Foreign Relations and Human Rights Department, Ministry of Justice

Address:

Odbor zahraničných stykov a ľudských práv, Ministerstvo spravodlivosti SR

Ministerstvo spravodlivosti SR

Župné námestie 13

813 11 Bratislava

Tel.: +421/2/593 53 187

Fax: +421/2/593 53 605

www.justice.gov.sk

Human Rights Department, Ministry of Foreign Affairs

Address:

Odbor ľudských práv

Ministerstvo zahraničných vecí SR

Hlboká cesta 2

833 36 Bratislava

Tel.: +421/2/5978 3731

Fax: +421/2/5978 3739

e-mail: olpr@foreign.gov.sk

Annex no. 4

Ministry of Education, the Slovak Republic

**Conception of
Roma Children and Young People Integrated Education Including Secondary and
University Education Development**

Approved by the SR Government Resolution no.498 as of May 26 2004

Submission report

Conception of Roma children and young people integrated education including secondary and university education development shall be submitted according to the SR Government Resolution no. 278 as of April 23 2003, point C.25 in accordance with the plan of the Main Tasks of the Ministry of Education (MoE) for the year 2004.

A proposal of the submitted conception is based on human and legal principles laid down in the SR Constitution and the international conventions on human rights that the Slovak Republic has signed and ratified. Besides others these guarantee Roma minority the right to participate in solving affairs relating to the minority and the right to decide freely their nationality.¹

Members of the Roma minority are in unequal position to the majority mainly in the field of education, housing, employment and health care as assessment reports of the international intergovernmental and non-governmental organisations in the field of human rights² say, as well as assessment reports of the European Commission³.

Searching for a model of the Roma minority co-existence with the majority as well as the choice of the integration procedures and steps are permanent subjects of ongoing discussions in other European countries. The Romas in unifying Europe face similar appeals as other ethnic groups. However, they are considered to be an all-European specific non-territorial minority. Its specificity reflects different history, attrition practices in the 2nd World War, assimilation programs in the period of communism as well as an approach in post-communism period. Poverty, dependency on the social system together with historical legacy from the past have finished up in present social exclusion with elements of discrimination. While the subject-matter of the Roma issues has social and economic character and is connected to poverty, access to possibilities of their human and economic growth presupposes full implementation of human rights, which priority is education from the long-term point of view.

Key components of the issues that the Roma minority members face, are common negative stereotypes, insufficient objective knowledge on the ethnic minority, prejudices and related intolerance of the part of majority population. The long-term goal of the conception activities is to be an endeavour to change attitude of the majority towards the Roma minority within the education department.⁴

Successful integration is realistic if also the international communities share responsibility with national governments, civic society and private sector in searching for solutions for such an endangered group as the Romas are.

Integration itself is both two-lane road. It requires changes on both sides, both the majority and minority groups. Co-operation is based on understanding that the integration is the interest both of them.

The Slovak Republic is not an industrial country, and in particular its inhabitants, their education are its biggest wealth and development potential. The basic starting point of the Roma minority integration in education is to provide opportunities for their development. Condition of space creation for the Roma integration into the society is significantly influenced by the change of negative attitudes of the part of the majority population that is able to be reached by systematic change of the content of education.

¹ The SR Constitution clause 12, clause 34 par.2 letter a) c); clause 154c.

² e.g. Slovakia Assessment by the UN Committee for economic, social and cultural rights in 2002 (19/12/2002) par. 9, Slovakia Assessment by the UN Committee for child's rights in 2000 CRC/C/15 Add.140 23/10/2000) par.19. Human Rights Watch Report on Slovakia for the year 2001 or in general Regional Report on Human development, the Romas in the Middle and Eastern Europe from the year 2003, the UN Development Program.

³ Regular Report on the Slovak Republic Preparedness for the membership in the European Union as of October 9 2002, p.28.

⁴ Basic theses of the SR Government policy approach to policy in Roma communities integration – the SR Government Resolution no.278/2003.

The conception focuses on human development with the emphasis on the marginalized Roma community in three *basic* levels in the education department:

- Preparation of a teacher, a teacher's assistant, a tutor etc. as one of the decisive factors of the conception implementation,
- Creation of textbooks, methodical handbooks for teachers, provision of teaching aids and other materials necessary for the up-bringing and educational process and parent awareness,
- Curriculum transformation providing the change of the one-way orientation towards material education aimed at transmission of the largest amount of curriculum, towards formal education that is aimed at integrated development of a pupil's personality, while accepting their individual particularities and needs, with orientation to development of basic competencies.

The fact has been incorporated into the conception that within the period of 2005 – 2015 the SR shall join the regional initiative of the Decade of the Roma inclusion under the umbrella of the World Bank, Open Society Institute and other international and NGOs institutions.

The material in a proposed form does not have increased impact on the state budget in 2004. It will have the impact on the state budget and employment in 2005 and the following years in accordance with the SR NC Act no.597/2003 Coll. on primary schools, secondary schools and school facilities financing, with the SR Government Decree no.2/2004 Coll. that stipulates details of a financial means schedule from the state budget for primary schools, secondary schools, centres of practical teaching, basic arts schools and school facilities. It relates mainly to:

- Employment of pedagogical employees, teacher's assistants and teachers of preliminary years at primary schools,
- Acceptance of school successfulness of the Roma pupils in lower class filling at schools and school facilities.

A proposal into the state budget for the year 2005 that is being processed according to financial quantification of requirements for particular activities of all involved subjects including the task fulfilment of the MoE directly administered organisations and universities, will have further impact on the state budget in the following years according to the SR Government Resolution no. 821/1999 point B.4.

Successfulness of the conception implementation in practice and its fundamental parts depends on provision of financial means in the following years in the chapter of the MoE. The Chapter of the MoE also includes the MoE directly administered organisations and universities that are the main and decisive vehicles of the conception implementation.

The submitted material has been given for inter-departmental debate to other involved subjects.

Conception (Approach to) of Roma children and young people integrated education including secondary and university education development

Introduction

Proceeding from the **Agreement on the child's rights**⁵ of which the Slovak Republic is a contractual party, the task of responsible authorities of the state administration and self-government is to create conditions for equal opportunities of children in access to education with a specific emphasis on those groups that are disadvantaged⁶ by the existing educational system due to social and cultural particularities. The above-mentioned principle is the source of the **National Program of Up-bringing and Education in the SR for the nearest 15-20 years**⁷. The programme in the Part 3 – Final status of up-bringing and education, counts on implementing such changes in the educational system so that the access to higher education can be enabled to children from socially less stimulating/incentive environment; with a special consideration of Roma inhabitants/population.

According to the census, count of houses and flats on March 3 1991, 75 802 citizens of the SR (1,4%)⁸ registered Roma national minority and in 2001 – 89 920 (1,7%)⁹. Most of the ethnical Romas do not register Roma nationality and they choose other nationality. 99 448 the SR citizens have stated Roma mother language.

Within the census, count of houses and flats both in 1991 and 2001 data on inhabitants living in the SR according to nationalities and according to the highest finished education were processed.

| School education – Roma nationality | 1991 | 2001 |
|---|---------------|---------------|
| 1. <i>Basic (including not finished)</i> | 32 931 | 40 831 |
| 2. <i>Apprentice/Vocational (without A-level)</i> | 3 468 | 5 925 |
| 3. <i>Technical</i> | 260 | 1 017 |
| 4. <i>Full secondary sum total</i> | 363 | 1 088 |
| <i>Including: apprentice/vocational</i> | 57 | 378 |
| <i>technical</i> | 239 | 508 |
| <i>general</i> | 67 | 202 |
| 5. <i>University</i> | 56 | 174 |
| 6. <i>Without school education</i> | 4 579 | 1 963 |
| 7. <i>Without datum on school education</i> | 1 287 | 2 204 |
| 8. <i>Children up to 16 years</i> | 32 858 | 36 718 |
| Sum total | 75 802 | 89 920 |

⁵ Agreement on the child's rights no.104/1991 Coll.

⁶ National Action Plan for children – the SR Government's resolution no.837/2002

⁷ Approved by the SR Government's resolution no. 1193/2001

⁸ Resource: Census, count of houses and flats 1991. Selected basic information from the definite results. FSI Prague

⁹ Resource: Definite results of the SR. SI SR

Statistics data do not give a true number of the SR citizens of Roma origin. The number of Roma inhabitants in the SR is estimated at 380 000, while of 14-year old children represents 43,6%. The biggest/highest birth rate is within the category of 15 –19-year old women¹⁰. Roma inhabitants live on the whole territory of the SR unevenly. The big differences are in concentration in the individual regions. In the SR on December 31 2000 620 Roma settlements were registered, while on the territory of some municipalities there are more settlements¹¹.

Roma children and pupils representation in counties:

| County | at NS in % | at PS in % |
|-----------------|-------------------|-------------------|
| Bratislava | 2,09 | 2,96 |
| Trnava | 1,67 | 3,23 |
| Trenčín | 0,20 | 0,53 |
| Nitra | 1,34 | 2,78 |
| Žilina | 0,48 | 1,09 |
| Banská Bystrica | 6,76 | 14,19 |
| Košice | 7,07 | 19,24 |
| Prešov | 5,39 | 14,49 |
| SR | 3,41 | 8,28 |

Detailed analytical data on school successfulness (prosperity) according to individual Primary School years in relation to the 10th year of compulsory school attendance fulfilment are given in the Appendix no.1. The Appendix no.2 contains brief information on Phare programs 1999, 2000, 2001,2002. Other detailed analytical data are given in the Report on present state in up-bringing and education of Roma children and pupils, approved on the operative meeting of the Ministry of Education on September 23 2003 that is available on the Internet site of MoE SR www.education.gov.sk.

Majority of Roma inhabitants and population of Roma origin are at present integrated (or assimilated) in a major part of the society and live in comparable social conditions. As the above-mentioned statistical data suggest non-negligible part of the population live at the edge of the society, in a segregated locations that are socially insufficient, disadvantaging the population in access to education, to labour market and in this connection to be involved in economic, cultural and political life of the society. That is why it is necessary to pay special attention to this group of population in the filed of education, too. Such compensatory/countervailing measures are supposed to be taken that shall aim at enabling these inhabitants access to possibility/opportunity to gain full-value education that shall correspond to their personal abilities, needs and interests and in such a way to create supporting system for overcoming social and cultural obstacles that cause their discrimination in the existing educational system in this field.

The submitted material touches the target group of the part of Roma origin children and young people that are perceived as children and young people with difficulties in learning and attitudes based on dysfunctional social conditions resulting from social exclusion (poverty, insufficient education of their parents, non-standard housing and hygienic conditions...), it means those that are identified as socially disadvantaged as well as those members of professional groups (educational, non-educational and

¹⁰ Resource: Demographic characteristics of Roma population in the SR, INFOSTAT, Research Demographic Centre, Bratislava, July 2001)

¹¹ Data are processed on the basis of an annual report on residential groupings at a low social and cultural level at the end of 2000. Resource: Internet web-site of the SR Government Office.

social workers, state administration and self-government) who can contribute to the solution of the given issues not only by their expert work.

1. Basic approach to Roma children and young people integrated education

Integrated education of the target group of Roma population is based on the approach to integration as “a well-balanced and stable opportunity of the ethnical group to take part in a social and economic life of the country on the basis of equal opportunities without threatening their identity (language, cultural) that contributes to the cultural heritage of the society by its specificity.”¹²

Aspects of the integrated education:

- Integrated education as a part of the existing up-bringing and educational system and not as its parallel or alternative,
- Integrated education as internally differentiated system respecting personal, social and cultural particularities of individuals with no regard to their membership of majority or of minority,
- Integrated education as a vertically ordered and complementary supporting system enabling reduction and elimination of the social **exclusion** of the part of Roma population in the field of education at all levels of its gaining, starting from pre-school up-bringing up to universities and institutions of the life-long education.

In principle, school integration based on principles is concerned:

- a) Equal rights of access to education for every citizen
- b) Free choice of a school or school establishment; participation of parents in their children up-bringing and education provision
- c) Equality of significance and indivisibility of up-bringing and education
- d) Development of a child’s personage, their gift and talent, intelligence and physical abilities, their environmental and social feeling strengthening,
- e) Opportunity for every citizen to be life-long educated
- f) Free-of-charge education at primary/basic and secondary schools
- g) Conscious approach of Roma children's and young people's parents to education as a key to their social and cultural edification as well as to higher opportunities to find their place at the labour market .

In this respect decision on choice of the way/path/journey as a system measure and long-term strategy in relation to issues of the Roma minority part education is important. Experience of EU countries as functional patterns of minority integration can be drawn from. For example, in France since 1981 there has been a system of "Priority education Zone" established. It deals with implementation of chance equality creation policy in the field of education for a disadvantaged group from pre-school education up to secondary schools based on the principle " To give more to those who have less." Priority education Zones are defined on the basis of territorial logic. It is determined by a number of defined social criteria (parents' education level, unemployment amount, school problems, number of children in families, habitation condition, state of health etc.). Each field that accords with the established criteria becomes the priority education zone. Such zone introduction is always temporary with using additional human, material and financial means.

Although a legal framework for minority rights protection is essential, it is not sufficient for stable integration. A broader context of development means opportunities, choice, participation and

¹² Basic theses of the SR Government approach to policy in Roma communities integration, point 2, no.278/2003 as of April 23 2003

responsibility. To establish chance equality principle is one of the recommended conditions for Roma communities integration in the SR.

2. Target state of up-bringing and education of children and pupils from socially disadvantaged environment

It is obvious that Roma inhabitant part's status and life quality improvement in society depends on their education level. To edify their education level it is important to create such conditions within transformation of the up-bringing and education system that shall accept particularities of Roma national minority in content, forms and methods. It is a long-lasting process that is able to be implemented only if Roma inhabitants, their families and local communities in which the Romas live, taker part in.

2.1 Strategic goals in the field of up-bringing and education of Roma children and pupils

- To reform management of educational process in conditions of the SR in such a way so that local social and cultural conditions can be respected in creating and implementing a school curriculum.
- To prepare a teacher as a decisive factor of the strategy implementation in the sense of gaining expert/technical qualifications, to implement determined designs within the context of educational needs of particular individuals of the target group
- To create attractive educational environment for the target group respecting their social, cultural and language particularities and in such away to contribute to improvement of their school attendance.
- To carry out curriculum transformation so that schools are given opportunity to create school curricula with respect to educational needs of the given group of pupils.
- To update education strategies so that they respect personal, cultural and social particularities and educational needs of individuals perceived as subjects not objects of the educational process.
- To improve material, technical and methodical help to school in an effort to implement the above-mentioned goals.
- To change attitudes of majority to minorities and vice versa by intensive school and out-of –school education.
- To support process of decentralisation that is under way
- To provide appropriate conditions for research as a prerequisite of an effective education system building.
- To act more effectively upon Roma minority by means of Roma pupils and students positive example promotion in the field of education.

2.2 Measurable indices

- a) number of Roma children who finished pre-school preparation from 3 year of the child's age
- b) school attendance of school-age pupils
- c) school successfulness in each year of a primary/basic school
- d) number of Roma children with finished basic education*
- e) number of Roma children in special primary schools*
- f) number of Roma children at secondary schools and universities*

* connected to Appendix no.4 Indices will be specified after approval of the National Action Plan on Roma Inclusion Decade

- g) educational activities for managing, pedagogical and non-pedagogical employees, teacher's assistants (number and participation)
- h) level of achieved expert/professional qualifications of teachers and pedagogical workers in the field of intercultural/multicultural up-bringing
- i) number of implemented research projects orientated towards issues of up-bringing and education of Roma pupils
- j) number of created textbooks, study texts, curricula aiming at facilitation of the target group integration into the education system
- k) number of teachers, pedagogical and social workers (e.g. teachers' assistants) who have completed study programs orientated towards up-bringing and education of the target group within a pre-graduate preparation
- l) number of Roma children and adults* who within the life-long education have join the education process (mainly in the field of basic and secondary education completion).

2.3 Basic program changes for the goal achievement in the context of the National Program of Up-bringing and Education implementation in the SR in the nearest 15-20 years

- a) Change of goals and content of education from monocultural to multicultural.
- b) Prevention of segregated class creation at schools and school facilities for Roma children and pupils for any secondary reasons.
- c) Creation of:
 - School culture connected to culture of the local community and implementation of school acceleration up-bringing and educational programs including programs for pupils' communication abilities improvement
 - System of multilevel model and prototypal educational programs
 - Development of competencies, attitude and values-without-prejudices forming, deepening of mutual connection among the goal, content and competencies, emphasis on gaining key competencies
 - Model school curricula for schools with a higher number of pupils from socially disadvantaged environment.
- d) Key competencies:
 - To learn to know
 - To learn to communicate and live together
 - To learn to live – exist, orient oneself in life situations (basic life skills),
 - Value orientation in accordance with recognised all-human values, social, moral and legal norms,
 - Language competencies – including bilingualism
 - Intercultural and multicultural competencies
 - Computer literacy
- e) Development of inter-subject relations – classes in integrated units
- f) Education quality assessment - evaluation:
 - Monitoring of educational system
 - Systematic assessment of achieved results so that quality and education efficiency is provided
 - Creation of evaluation environment and culture based on critical self-reflection
 - Assessment from the outside be spread by assessment from the inside

* connected to Appendix no.4 Indices will be specified after approval of the National Action Plan on Roma Inclusion Decade

- Creation of integral pupil assessment system so that it motivates disadvantaged pupils to acquire the content of education
- Extension of existing special system of consulting
- g) Internal change of school:
 - Change of school climate,
 - Change of up-bringing and socialising tasks,
 - Change of mutual relations to create learning community (teacher – teacher's assistant –pupil – parent),
 - Voluntary initiative of a school and its systematic and purposeful support,
 - Mutual contacts of schools,
 - Creation of a tool system for a school autonomy implementation,
 - Processing of basic documents of a school
 - Long-term design/intention of a school development,
 - Open school as a community centre of education with every connection (culture, sports).
- h) Creation of common infrastructure:
 - Network of educational and consulting centres at a regional level.
- i) Pedagogical employee as a bearer of changes:
 - Equalisation of a wage level of pedagogical employees,
 - Adoption of teacher qualification standards
 - Development of social, personal qualities and pedagogical and psychological abilities/competencies
 - Creation of career promotion system (dependency of wage promotion),
 - Creation of a department personal policy system
- j) To create a fund of study materials and aids at a local level:
 - School libraries, lending of literature, aids and other materials for parent public , too.
- k) To make a system of human resource management more effective (selection, preparation, assessment) at all levels.
- l) To differentiate pedagogical activities and implement career and wage promotion system.
- m) To support public awareness on socially disadvantaged children and young people from the point of view of the right to chance equality and access to education.
- n) To use pedagogical press.

2.3 Nursery schools

Starting points for integrated pre-school education of Roma children.

- Children are part of families and communities they live in,
- Children's development is optimum in environment that takes note of their individual needs
- Children learn better from each other in communities that support their experience development from ordinary life.

Main conditions:

- Strengthening of pre-school education in a life-long education system and its availability
- Re-assessment of goals and content of pre-school education from the aspect of integrated approach creation,
- Stabilisation of integrated education principles and enhancement of teacher qualification at pre-school education,
- Monitoring of Phare program 2000 Project Mother and a child successfulness
- Implementation of Phare program 2001
- Use of good results and continuation in Phare programs 1998, 1999, 2000, 2001 and 2002,

- Use of exiting alternative methodical handbooks approved by MoE SR (Wide Open School Foundation).

Basic principles:

- To adapt up-bringing and education to each child
- To give children opportunity to choose and to support their effort to learn and know
- To involve children into active learning
- To shape good relations with families and to support their involvement in up-bringing and education of a child
- To arrange application of a framework program according to particular conditions of a school and children (school curriculum)
- To assign a part of state means for granted support of research programs to improve quality of integrated pre-school programs
- With respect to the need to manage broader spectrum of expert special and pedagogical and social abilities/competencies, to provide finance for running education and specialised innovation study for teachers working with Roma children including learning of Roma language basics (as an auxiliary language of instruction)
- To intensify and make more effective activities of the State school inspection aiming at fulfilment of the state authorities resolutions in relation to providing children requiring special care with supporting programs.

2.3.2 Primary/Basic schools

- to preserve and support:
 - a) existence of preliminary years of primary schools for 6-year old children who do not reach school maturity
 - b) profession of a teacher's assistant as a pedagogical employee, with pupils from disadvantaged environment who have repeated problems with learning (to prevent from year repetition) to implement supporting classes,
 - to create system of primary school pupils' individual differences equalisation (due to low economic, social standard and cultural differences), to focus on practical skills (should the need arise to provide PS pupils with alternative curricula, mainly at the first stage of PS) and to reduce the number of pupils in a class for the purpose of an individual approach to them,
 - to solve issues of juvenile mothers school attendance legislatively,
 - in co-operation with a teacher's assistant, a social and field worker and an expert worker for school system at municipality offices, with Church institutions and diocese communities as well as other NGOs to help to eliminate reasons of compulsory school attendance non-fulfilment,
 - to establish Roma language teaching according to the requirements of pupil's legal guardians and their needs } as a mother language, supporting language) as:
 - a) optional subject
 - b) compulsory optional subject (e.g. as other foreign language)
 - c) within the framework of out-of-school work
- to put a day-long up-bringing system into practice
- to use educational vouchers to support out-of-class and out-of-school activities in accordance with the Act no.597/2003 on Schools and school facilities financing,
 - to support educational activities aiming at preparation for secondary studies
 - by innovating the content of the Directive MoE no.7496/1985-20 to create conditions for opening the course to acquire complete basic education even under the terms that less than 12 pupils shall enrol ,

- to solve issues of migrating families in connection with compulsory school attendance fulfilment legislatively,
- within the framework of the Phare program 2000 sustainability to monitor the use of methodical material for preliminary years,
- to put Phare program 2001-70 PS – preliminary years into practice,
- to provide alternative methodical handbooks, teaching aids, books etc. To support up-bringing and educational process.

2.3.3 Special school system

School integration and Roma children education standard improvement in the field of special school system is supposed to be implemented at levels:

- a) institutional
- b) of content
- c) legislative

a) Institutional area

To connect schools that implement compulsory education, i.e. primary and special primary schools To involve social offices, pedagogical and psychological centres, registry offices and founders of individual types of schools into co-operation more intensively.

b) Area of content

- To connect experience and expert background of special primary schools, their methods and forms of work with possibility to complete alternative curricula and teaching methods by means of help of teachers assistants aimed at providing pupils who have preconditions with conditions for coping with normal primary school curriculum,
- To apply experience and knowledge from projects of Wide Open School Foundation, Phare 2001 etc. to gradual integration of Roma pupil who have preconditions, after completing special diagnostic tests, after previous completion of special transition class with adapted curricula, using reasonable methods of work, respecting teaching standard of the 1st year of a primary school, to the 2nd, or higher years of a standard primary schools,
- To accept only children with indicated level of mental retardation into special primary schools,
- To create conditions for re-integrated children from special primary schools at PS – corrected number of children in a class, trained teacher, aid of teacher's assistant, methodical aid etc. – these to be provide through negotiations and contractual relations,
- To avoid possible de-motivation aspects with possible little hesitations of pupils during the integration of these pupils at the 1st stage of PS to use verbal assessment instead of marks,
- For pupils of higher years of special primary schools where transfer to PS due to divergence of education content is practically hard to be put into practice, after successful completion of the 9th year it is possible to continue in education not only at vocational schools (former special vocational schools) but also at vocational schools in professions/specialisation where pupils who completed PS in a year lower than 9th are accepted (2-3-year profession studies without A-level(maturity examination)).

c) Legislative framework

- To create conditions for day-long up-bringing system for disadvantaged children
- To enable pupils from special primary schools expert/technical preparation at vocational schools so that they can practise their profession.

2.3.4 Up-bringing consulting

Up-bringing consulting system: pedagogical and psychological consulting centre, special pedagogical consulting centre, children integration centre, up-bringing counsellor, school psychologist and school special pedagogue – provide help to children, pupils and young people as a prevention of troublesome development in upbringing and educational process at primary schools, special primary schools, secondary schools, school facilities and in families:

- when diagnosing to accept specifics of the part of Roma population children from socially disadvantaged stimulating environment,
- to suggest recommendations on the basis of results of examination, thorough knowledge of a child's family environment standard and potential of a school that the child attends or is supposed to attend,
- in a consulting centre to create personal background so that both psychologist and special pedagogue can be in a close contact with a schools and so partially saturate absence of a school psychologist,
- special attention is supposed to be paid to children with special up-bringing and educational needs who are placed into alternative forms of education (e.g. preliminary years),
- continuously provide expert services to parents, teachers and others who take part in up-bringing of these children,
- to participate in methodical managing of teachers, pupils with special up-bringing and educational needs in close co-operation with an up-bringing counsellor and a school management,
- to take part in successful transfer of pupils from the 1st to 2nd stage of a PS, from a PS to a secondary school by means of expert activities and to emphasise significance of communication between pedagogues of the PS 1st and 2nd stages and between pedagogues and pupils parent's,
- from the aspect of professional orientation to deepen co-operation with a social department for the purpose of strengthening the motivation of these pupils to further education,
- to support the task of an up-bringing counsellor at primary schools, special primary schools, secondary schools, and to accept the statute of an up-bringing counsellor,
- to provide work of a school psychologist and a school special pedagogue in conditions of schools, especially schools with a higher number of pupils with special up-bringing and educational needs,
- to take part in making more effective and humanising education of Roma pupils from little stimulating environment with the purpose to limit their school failure and to prevent social and pathological phenomenon - for this purpose to closely co-operate with the state administration and self-government.

2.3.5 Secondary education

- to innovate study programs at secondary pedagogical schools with the aim to enable pupils' preparation for performing profession of a teacher's assistant,
- to innovate study and teaching subjects/specialisation at secondary vocational schools – output from the Phare program 2000- Improvement of conditions for the Romas in the education system, activity 4.2.3,
- in municipalities with a high concentration to establish allocated classes of secondary vocational schools or secondary technical schools in co-operation with responsible self-government counties and county school offices according to the needs and potentials,
- to support establishment of associated secondary schools (boarding) on the basis of integrative tendencies and cohabitation of minorities and majorities,
- to support a project of a class opening with teaching of Roma language, literature and history at the bilingual Grammar School of J. Hronec in Bratislava on the basis of the SR Government Priorities

in relation to Roma communities for the year 2002 and Basic theses of the SR Government approach to policy in Roma communities integration coming into effect as of September 1 2004,

- to support a project of Gandhi school – grammar school with an 8-year study with orientation towards Informatics and foreign languages placed into secondary school network in the SR coming into effect as of September 1 2004,
- to negotiate possibilities of employment, especially with graduates of teaching subjects/specialisation with special adapted curricula whose study takes 2 years, with Association of Employer’s Unions and Corporations of the SR, the Slovak Trade and Business Union and the Slovak Trade and Business Chamber in business entities associated in particular employer’s unions.

2.3.6 University education

1. To create organisational and material preconditions for university education of those Romas who, despite their personal abilities, are disadvantaged due to social conditions of families they come from.

To apply principles of chance/opportunity equality at the individual level and from two aspects:

- Preventive: to create monitoring and supporting system that would at the lowest child’s age monitor and provide necessary help to those individuals who have personal abilities for study and at the university level, organise system of preliminary courses that would create preconditions for their successful enter to university study,
 - Tutorial: for the given students to create system of “tutorial help“ at universities in a form of counsellors from among university teachers whom the given students could contact in the case of a need (the same as it is with physically impaired people).
2. To create conditions for university study of experts who contribute to solution of social, economic, cultural, educational and political issues of marginalized groups of the Romas, living in specific conditions of communities or in conditions that do not correspond to social and cultural standards of the society.

To create conditions for stimulation of projects in the field of university education and research of the Roma issues by means of grants and state orders that would enable conditions for creating study programs and solution of research tasks at particular university workplaces. The tasks must be related to solving of topical issues and tasks in the state policy intentions. The same as it is at present with solving issue of university study in specialisation – teacher’s assistant.

Within the framework of the above-mentioned matters to solve the following tasks:

- a) Scientific scholarship for acquiring scientific and pedagogical qualifications in the field of Roma language at Charles University in Prague as a precondition for a workplace establishment with necessary qualification capacity for linguistic research and following Roma language teaching as a non-teaching subject and so to enable Roma language and speech cultivation at an appropriate expert level.
- b) Scholarship fund to support university education of the given target group at the level of doctor’s degree mainly in subjects that solve issues of Roma communities.

To create aimed impulses (e.g. state order) to stimulate universities to involve the given issue into the education content especially in the following areas:

- a) Roma language and literature in subjects orientated towards literature study,
- b) Roma music in preparation of teachers for 1st stage of PS and music teachers and music education,
- c) History of the Romas as an integral part of the Slovakia history and the region in a history study and its supporting sciences, in a study of history teaching and teaching at the 1st stage primary schools,
- d) Roma arts at schools orientated towards arts,

e) Ethnography of the Romas in a study of ethnography, culturology etc.

In the field of teacher, pedagogical and social workers preparation:

- a) To stimulate research of real educational conditions in which up-bringing and education of Roma children coming from socially disadvantaged environment is under way.
- b) To stimulate innovative changes in the content of study programs and mainly in teaching study, by introducing the subject introduction to Romalogy and subjects orientated towards intercultural/multicultural education, intercultural communication and education/up-bringing tolerance into general basis of the study. The above-mentioned subjects must be perceived as a part of their expert preparation for up-bringing and educating majority part of the society openness and tolerance towards minorities.
- c) To stimulate innovative changes in the field of teachers and pedagogical workers preparation in the sense of strengthening those parts of their preparation that lead to acquiring expert competencies to learn, assess and solve issues of the group from socially disadvantaged environment in the given local context. In this respect to orientate their preparation more towards fields of out-of-class educational works that is, first of all, related to work with pupils' parents, local communities etc. by means of coping with modern, interactive methods and forms of work for personage development. To focus attention on the field of media pedagogy subject development as a means of a target group and majority part of the society education in relation to minorities. In this field to create broader drawn profiles of graduates who will be able to integrate all local resource serving for support of the target group education at a horizontal level and with this means to work at an appropriate expert level.
- d) By means of optional subjects to create conditions for development of expert competencies in the field of community work and community education as well as in the field of acting in educational subsystems that act out of a school institution.
- e) To strengthen expert skills in preparation of the given experts mainly by strengthening practice especially continuous expert teaching practice so that teaching students have opportunity to familiarise themselves with educational environment, methods and forms of work and solution of particular pedagogical situations in relation to the target group by means of their own experience and in such a way to acquire expert knowledge and skills during their studies.
- f) To create conditions for organising student traineeships/sojourns in locations where they will work in the future, at workplaces that solve the given issue and abroad as well.
- g) In the field of teaching students education, mainly at bachelor stage of study, to initiate creation of offer for optional subjects orientated towards work in field (action research, community education, and community work, co-operation with a family, up-bringing towards healthy lifestyle, family up-bringing/education etc)
- h) To create legislative conditions for implementing results of various projects orientated towards the target group into educational system and in such a way to create preconditions for university education of experts in the given issues (e.g. preliminary years, teachers assistant, Roma language and its use as a supporting language at school etc.)
- i) To create conditions for possibility of further education of teachers (by the form of specialised innovative study, postgraduate study, 2nd qualification examination) with orientation towards issues of the target group.
- j) To stimulate creation of study programs orientated towards work with pupils with special pedagogical needs resulting from social and cultural specifics of the environment they come from.
- k) To create monitoring system in each region by means of which universities would be able to place contents into study programs that enable student profiling in the sense of particular needs of the given region (e.g. field of the Romas education differs in each region etc.).

- l) To create preconditions for deepening co-operation of university workplaces that solve the given issues under the direction and co-ordination of the Roma language and literature department at the Faculty of social sciences of UKF in Nitra.

2.3.7 Roma history and culture

To involve topics of history, culture and the way of life of national minorities, ethnic groups and migrants living on the territory of the SR into multicultural and multiethnic education into general educational subjects of primary and secondary schools. From the aspect of strengthening information on Roma minority there will be the need:

1. To add Roma history and culture into the content of education at primary and secondary schools:
2. To elaborate didactic materials and teaching texts for pupils of primary and secondary schools with the theme of Roma history and culture:
 - a) To elaborate workbooks for subjects of national history and geography and educational subjects with topics from Roma history and culture for pupils of primary schools.
 - b) To elaborate study texts aimed at Roma history and culture for secondary schools.
3. To recommend to universities' pedagogical and philosophical faculties to involve issues of Roma history and culture into the content of general educational subject education at universities.
4. To create conditions for a new subject establishment of Roma studies/Roma history and culture at universities.

2.3.8. Life-long education – schools of the second chance

Initiative of schools of the second chance was proposed by the European Commission in the document from the year of 1985 **White Book “Teaching and learning: towards studying society”** aimed at fight against unemployment among young people at the age of 16 –24 years who have left school early without acquiring required qualifications. Primary and secondary criteria of schools of the second chance are in accordance with philosophy and principles of human and creative education and up-bringing, the National Program of Up-bringing and Education in the SR for the nearest 15-20 years.

The aim of the school of the second chance is to improve integration of the young people who face real threat of exclusion from labour market, that they will take part in improving their abilities and motivation to learn and acquire basic knowledge and new skills.

Basic idea lies in re-integration of the target group by the offered second chance by means of a new type of education. With respect to aversion to traditional way of education that governs among the young people the schools of the second chance will function at completely different principles. It is very important for the school to be itself a motivational environment.

The school should have strong connection to partner firms in the region so that suitable education with perspective of the graduates placement at the labour market is guaranteed.

Complexity of education and education completion of people from the given target group lies/is grounded in the fact that subjective disposability for placement into standard educational network is low and that is the dominant reason why they are excluded from institutionalised school network. They need other approach, pace, content, methods, ways of teaching, environment than that used in standard school system.

Young people with incomplete primary school or vocational school are registered at Labour, social Affairs and Family Offices. Labour, Social Affairs Offices are not able to substitute missing elements in the structure of the school system. Short-term re-qualifying and motivational course, trainings are necessary supplement of education completion, but they do not solve existential problems of marginalized groups of young people effectively in continuation to their placement at the labour market. Employers do not accept certificates of short-term courses as a sufficient qualifications for the particular profession performance. The given group is not able to assert themselves at the labour

market and remains registered at the Labour, Social Affairs and Family Offices without the second chance to join up-bringing and educational process.

The issue is necessary to be solved systematically and at a level of a region according to the needs and demographic structure of population. Solution is possible only under the close co-operation of entities in the region that will create continuation in the structure /building a structure of educational services according to the needs of citizens/ on the assumption of their connection in social and political system of the given town, region or county:

- To solve position of the schools of the second chance in the school up-bringing and educational system within the life-long education
- The level of acquired knowledge with graduates of the schools of the second chance must be at the same quality level as the level of knowledge with graduates of any other school within the existing school system of education
- Quality standards of the schools of the second chance are at present processed by the European Town Association of the schools of the second chance and its partners within the international project TQM (Total quality management), SOCARTES, Grundtvig 1.
- By networking of the schools of the second chance to create catching system providing pupil's remaining in the educational process and their following re-integration at the labour market
- To secure flexibility of the schools of the second chance
- Participants in education should not take part in financing, but it should be realized on the basis of associated financial means (from the state budget, structural funds, foundation sources, businesses, towns, self-government counties).

In the Appendix no.3 there is an example from Košice region given.

3. Summary of priority recommendations – outputs from the Phare programs

- To provide work of teachers' assistants at schools with a high proportion of socially disadvantaged and Roma children,
- To increase offers of alternative options of education,
- To loosen system/forms of marking/assessment,
- To develop programs of tutorship when a parent/family member becomes "a teacher",
- To develop and support consulting service and to intensify co-operation of schools with consulting facilities,
- To carry out representative pedagogical researches,
- To support regular school attendance (to build partnership with parents and communities),
- To adapt pedagogical preparation of teachers for work with children of pre-school age and pupils of younger school age and to support their further professional development,
- To carry out pedagogical preparation of teachers' assistants,
- To create inclusive environments of classes (support to Roma culture manifestations in a class),
- To exercise bilingual lessons (use of Roma language at lessons),
- To exercise anti-prejudice up-bringing/education,
- To implement multicultural education and lessons to/in human rights and tolerance,
- To enable development of closer co-operation of various educational institutions.

4. Summary of topical tasks

from the resolution of the SR Government no.278 on April 23 2003

1. Point C.26 - On the basis of an elaborated set of tests taking cultural dissimilarity into account, that are being created by the Research institute of child psychology and pathopsychology, to carry out their verification aimed at re-integration of Roma children from special schools

T: since January 2004

2. Point C.29 - To elaborate temporary compensatory/countervailing measures aimed at preparation of sufficient number of pedagogues teaching Roma language

T: by June 30 2004

3. Point C.30 – To create national plan of education and lessons to/in human rights for all levels of education in accordance with the paragraph 11 of the UN Action Plan on the Decade for education to/in human rights for the period of 1995 – 2004 (as worded in the SR Government resolution no. 446 on May 13 2004 T: by September 30 2004

4. Point C.31 – To create effective monitoring and assessment system for range and quality of human rights teaching

T: by March 31 2004

from the resolution of the SR Government no.821/1999

5. Point B.4 – To process financial quantification of requirements for particular tasks within preparation of the state budget for the following year, which are planned to be implemented in the department of education

T: by April 30 annually

according to PHU MoE SR for the year of 2004

6. To elaborate pattern of consulting services

T: June 2004

7. In creating a new act on up-bringing and education and the following executive directives/regulations to include particularities of a child from socially disadvantaged environment

T: according to work schedule

Relating tasks

8. To implement experimental verification of Roma language curriculum at primary and secondary schools

T: since 2004

9. To implement experimental verification of Roma life and institutions subject curriculum at primary and secondary schools

T: from September 2004

10. To create basic database of data on projects implemented at nursery schools, primary schools and secondary schools with high concentration of Roma children and pupils

T: July 2004

11. To create expert team of workers for MoE SR consisting of representatives: founders of schools and school facilities, authors of the National program of up-bringing and education development for the nearest 15-20 years, representatives of state administration, schools and school facilities and representatives of the third sector that is to be responsible for: detailed elaboration of tasks for particular years in the education department in co-operation with the Decade of the Roma inclusion; monitoring and continuous assessment of the Conception (Approach to) of Roma children and young people integrated education including secondary and university education development, co-ordination

of state administration, founders of schools and school facilities co-operation with the Office of the SR Government Commissioner for Roma communities T: September 2004

12. To elaborate statute of activities of the MoE SR expert team
T: September 2004

13. To co-operate with MoLSAaF SR in implementing measures for deepening positive effects of the system of allowances in material shortage on some groups of population¹³
T: continuously

14. To create system of financial means provision for integration of Roma children and pupils into up-bringing and educational system within the Decade of the Roma inclusion (use of Roma educational fund) in co-operation with the internal national legal regulations.
T: March 2005

15. To carry out an international expert seminar on experience from chance equality implementation in education for disadvantaged groups in particular countries
T: up to the end of November 2005

5. Tasks of long-term character

1) To support and spread powers of the Roma educational, information, documentation, advisory and consulting centre for the Romas established in MPC Prešov as a result of the Phare program 1999 "Minority Tolerance Programme" for implementing educational activities of NGOs for Roma communities

2) In the MoE SR directly managed organisations' plans of main tasks for particular years to monitor and gradually include relating tasks.

from the resolution of the SR Government no.278 on April 23 2004

3) Point C.32 – within the conception of up-bringing and education development in the SR for the nearest 15-20 years (project "Millennium") to introduce multicultural education and up-bringing into educational process in a purposeful manner.

4) In implementing the National Program of Up-bringing and Education in the SR for the nearest 15-20 years to accept particularities of children and young people from socially disadvantaged environment and in this sense to proceed in school curriculum elaboration.

5) To implement purposes within the decade of the Roma inclusion for years 2005-2015 – stated in the Appendix no.4.

Conclusion

The proposed conception of the integrated education of Roma children and young people is **open** in the sense of its further development. Strategic goals and conception purposes are determined but successfulness of particular steps continues them in complexity of regional school system transformation solution. Presupposed measures indicate trends that are necessary to be made towards so that educational successfulness of Roma pupils is reached and conditions for socially disadvantaged children and young people integration are created, that is the basic precondition of the Roma inclusion into the society. The most realistic solution in the education department is the exercise of general binding legal documents for implementation of the national school system in co-operation with implementation of the Agreement on the child's rights into the school up-bringing and educational system.

Some of the mentioned measures or areas require longer time space for their implementation with respect to continuation of particular tasks fulfilment as well as in the context of interdepartmental co-

¹³ The SR Government resolution no 165 as of February 25 2004

work of all involved entities under active participating of the Office of the SR Government Commissioner for Roma communities.

List of Appendices

Appendix A – Analytical Data on Pupils According to Individual Primary School Years in Relation to Compulsory School Attendance Fulfilment

Appendix B –Phare Programs 1999, 2000, 2001 and 2002

Appendix C - Brief Information on the Project of the School of the Second Chance in Košice Region

Appendix D - Decade of the Roma Inclusion for the period 2005 - 2015

Appendix A

Pupils finishing compulsory school attendance

| No. | Founder | Number of schools | Year | Classes | Pupils | | 10. | |
|-----|----------------------|-------------------|----------|-----------|--------------|-------------------|-----------|-------------------|
| | | | | | Sum Total | of that the Romas | Sum Total | Of that the Romas |
| 1. | Gelnica | 4 | 0 | 7 | 71 | 71 | 0 | 0 |
| 2. | Kežmarok | 7 | 0 | 9 | 117 | 117 | 0 | 0 |
| 3. | Komárno | 1 | 0 | 1 | 8 | 8 | 0 | 0 |
| 4. | Košice - okolie | 3 | 0 | 4 | 78 | 78 | 0 | 0 |
| 5. | Košice I | 1 | 0 | 1 | 12 | 12 | 0 | 0 |
| 6. | Košice II | 2 | 0 | 2 | 28 | 28 | 0 | 0 |
| 7. | Košice IV | 1 | 0 | 2 | 15 | 15 | 0 | 0 |
| 8. | KÚ Košice | 5 | 0 | 5 | 36 | 25 | 0 | 0 |
| 9. | Lučenec | 4 | 0 | 6 | 57 | 40 | 0 | 0 |
| 10. | Michalovce | 3 | 0 | 4 | 56 | 56 | 0 | 0 |
| 11. | Nové Zámky | 2 | 0 | 2 | 14 | 8 | 0 | 0 |
| 12. | Poltár | 1 | 0 | 2 | 21 | 13 | 0 | 0 |
| 13. | Poprad | 9 | 0 | 12 | 129 | 129 | 0 | 0 |
| 14. | Prešov | 1 | 0 | 3 | 45 | 45 | 0 | 0 |
| 15. | Rimavská Sobota | 2 | 0 | 4 | 48 | 48 | 0 | 0 |
| 16. | Rožňava | 4 | 0 | 4 | 54 | 54 | 0 | 0 |
| 17. | Spišská Nová Ves | 3 | 0 | 2,5 | 32 | 32 | 0 | 0 |
| 18. | Stará Ľubovňa | 3 | 0 | 5 | 68 | 68 | 0 | 0 |
| 19. | Stropkov | 2 | 0 | 3 | 41 | 31 | 0 | 0 |
| 20. | Trebišov | 2 | 0 | 4 | 73 | 73 | 0 | 0 |
| 21. | Trnava | 1 | 0 | 1 | 9 | 9 | 0 | 0 |
| 22. | Veľký Krtíš | 1 | 0 | 2 | 20 | 10 | 0 | 0 |
| 23. | Vranov | 1 | 0 | 1 | 15 | 15 | 0 | 0 |
| | | 63 | 0 | 87 | 1 047 | 985 | 0 | 0 |
| 1. | Bánovce nad Bebravou | 17 | 1 | 23,5 | 492 | 10 | 0 | 0 |
| 2. | Banská Bystrica | 26 | 1 | 48 | 1051 | 59 | 0 | 0 |
| 3. | Banská Štiavnica | 7 | 1 | 10 | 214 | 6 | 0 | 0 |
| 4. | Bardejov | 51 | 1 | 52,33000 | 1046 | 146 | 0 | 0 |
| 5. | Bratislava II | 20 | 1 | 49 | 1038 | 27 | 0 | 0 |
| 6. | Bratislava IV | 12 | 1 | 32 | 659 | 8 | 0 | 0 |
| 7. | Brezno | 25 | 1 | 39 | 882 | 145 | 0 | 0 |
| 8. | Bytča | 11 | 1 | 22,5 | 465 | 1 | 0 | 0 |
| 9. | Detva | 12 | 1 | 22,15999 | 435 | 41 | 0 | 0 |

| | | | | | | | | |
|-----|--------------------|--------------|-----------|--------------|---------------|--------------|----------|----------|
| 10. | Gelnica | 12 | 1 | 25 | 455 | 172 | 0 | 0 |
| 11. | Hlohovec | 21 | 1 | 25,08000 | 521 | 23 | 0 | 0 |
| 12. | Humenné | 43 | 1 | 39,49000 | 844 | 66 | 0 | 0 |
| 13. | Kežmarok | 28 | 1 | 55 | 1156 | 412 | 0 | 0 |
| 14. | Komárno | 56 | 1 | 70,13000 | 1159 | 86 | 0 | 0 |
| 15. | Košice - okolie | 42 | 1 | 57,65000 | 1230 | 628 | 0 | 0 |
| 16. | Košice I | 12 | 1 | 39 | 892 | 91 | 0 | 0 |
| 17. | Košice II | 16 | 1 | 45 | 1028 | 230 | 0 | 0 |
| 18. | Košice III | 8 | 1 | 15 | 307 | 50 | 0 | 0 |
| 19. | Košice IV | 10 | 1 | 28 | 614 | 61 | 0 | 0 |
| 20. | Krupina | 12 | 1 | 16 | 319 | 33 | 0 | 0 |
| 21. | KÚ Košice | 22 | 1 | 34 | 290 | 244 | 0 | 0 |
| 22. | Kysucké Nové Mesto | 14 | 1 | 23,5 | 473 | 8 | 0 | 0 |
| 23. | Levoča | 15 | 1 | 26,5 | 546 | 142 | 0 | 0 |
| 24. | Lučenec | 50 | 1 | 43,24000 | 799 | 225 | 0 | 0 |
| 25. | Medzilaborce | 5 | 1 | 5,330000 | 117 | 18 | 0 | 0 |
| 26. | Michalovce | 50 | 1 | 78,24000 | 1681 | 547 | 0 | 0 |
| 27. | Myjava | 13 | 1 | 15,5 | 310 | 14 | 0 | 0 |
| 28. | Námestovo | 26 | 1 | 50 | 1133 | 0 | 0 | 0 |
| 29. | Nové Zámky | 61 | 1 | 81,5 | 1645 | 85 | 0 | 0 |
| 30. | Poltár | 13 | 1 | 13,5 | 254 | 38 | 0 | 0 |
| 31. | Poprad | 38 | 1 | 75,5 | 1473 | 304 | 0 | 0 |
| 32. | Považská Bystrica | 23 | 1 | 38,5 | 940 | 0 | 0 | 0 |
| 33. | Prešov | 77 | 1 | 120,6400 | 2451 | 443 | 0 | 0 |
| 34. | Rimavská Sobota | 63 | 1 | 64,15000 | 1159 | 544 | 0 | 0 |
| 35. | Rožňava | 38 | 1 | 39,65000 | 762 | 265 | 0 | 0 |
| 36. | Sabinov | 37 | 1 | 47,31000 | 1036 | 306 | 0 | 0 |
| 37. | Skalica | 16 | 1 | 26,5 | 615 | 59 | 0 | 0 |
| 38. | Snina | 21 | 1 | 32,33000 | 658 | 46 | 0 | 0 |
| 39. | Sobrance | 14 | 1 | 17,5 | 321 | 43 | 0 | 0 |
| 40. | Spišská Nová Ves | 35 | 1 | 65,83000 | 1284 | 403 | 0 | 0 |
| 41. | Stará Ľubovňa | 34 | 1 | 44,41000 | 880 | 217 | 0 | 0 |
| 42. | Stropkov | 20 | 1 | 16,91000 | 313 | 45 | 0 | 0 |
| 43. | Svidník | 26 | 1 | 25,41000 | 487 | 102 | 0 | 0 |
| 44. | Topoľčany | 28 | 1 | 35,83000 | 661 | 18 | 0 | 0 |
| 45. | Trebišov | 61 | 1 | 74,25 | 1457 | 459 | 0 | 0 |
| 46. | Trnava | 41 | 1 | 62,41000 | 1299 | 32 | 0 | 0 |
| 47. | Veľký Krtíš | 28 | 1 | 28,57000 | 587 | 72 | 0 | 0 |
| 48. | Vranov | 50 | 1 | 65,56000 | 1314 | 434 | 0 | 0 |
| 49. | Žarnovica | 13 | 1 | 15,5 | 317 | 21 | 0 | 0 |
| | | 1 373 | 49 | 1 982 | 40 069 | 7 429 | 0 | 0 |
| 1. | Bánovce nad | 17 | 2 | 23,5 | 496 | 4 | 0 | 0 |

| | | | | | | | | |
|-----|--------------------|----|---|----------|------|-----|---|---|
| | Bebravou | | | | | | | |
| 2. | Banská Bystrica | 26 | 2 | 50,5 | 1189 | 52 | 0 | 0 |
| 3. | Banská Štiavnica | 7 | 2 | 9,5 | 217 | 8 | 0 | 0 |
| 4. | Bardejov | 51 | 2 | 49,83000 | 989 | 105 | 0 | 0 |
| 5. | Bratislava II | 20 | 2 | 48 | 1107 | 29 | 0 | 0 |
| 6. | Bratislava IV | 12 | 2 | 35 | 779 | 3 | 0 | 0 |
| 7. | Brezno | 26 | 2 | 41,5 | 890 | 117 | 0 | 0 |
| 8. | Bytča | 11 | 2 | 17,5 | 468 | 0 | 0 | 0 |
| 9. | Detva | 12 | 2 | 20,33000 | 413 | 23 | 0 | 0 |
| 10. | Gelnica | 12 | 2 | 23 | 469 | 142 | 0 | 0 |
| 11. | Hlohovec | 21 | 2 | 23,25 | 495 | 14 | 0 | 0 |
| 12. | Humenné | 43 | 2 | 40,49000 | 876 | 63 | 0 | 0 |
| 13. | Kežmarok | 28 | 2 | 51 | 1103 | 311 | 0 | 0 |
| 14. | Komárno | 54 | 2 | 60,63000 | 1163 | 33 | 0 | 0 |
| 15. | Košice - okolie | 42 | 2 | 49,98000 | 1063 | 422 | 0 | 0 |
| 16. | Košice I | 12 | 2 | 37 | 924 | 64 | 0 | 0 |
| 17. | Košice II | 16 | 2 | 42,5 | 997 | 136 | 0 | 0 |
| 18. | Košice III | 8 | 2 | 16 | 333 | 48 | 0 | 0 |
| 19. | Košice IV | 10 | 2 | 26 | 586 | 48 | 0 | 0 |
| 20. | Krupina | 12 | 2 | 15 | 308 | 27 | 0 | 0 |
| 21. | KÚ Košice | 23 | 2 | 40 | 367 | 321 | 0 | 0 |
| 22. | Kysucké Nové Mesto | 14 | 2 | 21,5 | 470 | 8 | 0 | 0 |
| 23. | Levoča | 15 | 2 | 25,5 | 557 | 123 | 0 | 0 |
| 24. | Lučenec | 50 | 2 | 42,57000 | 852 | 230 | 0 | 0 |
| 25. | Medzilaborce | 4 | 2 | 6 | 106 | 17 | 0 | 0 |
| 26. | Michalovce | 49 | 2 | 71,74000 | 1587 | 440 | 0 | 0 |
| 27. | Myjava | 13 | 2 | 13 | 320 | 4 | 0 | 0 |
| 28. | Námestovo | 26 | 2 | 50,5 | 1166 | 0 | 0 | 0 |
| 29. | Nové Zámky | 61 | 2 | 72,5 | 1631 | 59 | 0 | 0 |
| 30. | Poltár | 13 | 2 | 12,83000 | 277 | 31 | 0 | 0 |
| 31. | Poprad | 38 | 2 | 75 | 1559 | 273 | 0 | 0 |
| 32. | Považská Bystrica | 23 | 2 | 39,5 | 997 | 1 | 0 | 0 |
| 33. | Prešov | 76 | 2 | 112,4700 | 2360 | 313 | 0 | 0 |
| 34. | Rimavská Sobota | 65 | 2 | 59,47000 | 1117 | 443 | 0 | 0 |
| 35. | Rožňava | 38 | 2 | 42,65000 | 789 | 268 | 0 | 0 |
| 36. | Sabinov | 36 | 2 | 38,31000 | 928 | 148 | 0 | 0 |
| 37. | Skalica | 16 | 2 | 27,5 | 595 | 33 | 0 | 0 |
| 38. | Snina | 21 | 2 | 29,33000 | 589 | 48 | 0 | 0 |
| 39. | Sobrance | 14 | 2 | 15,5 | 316 | 45 | 0 | 0 |
| 40. | Spišská Nová Ves | 33 | 2 | 69,08000 | 1347 | 388 | 0 | 0 |
| 41. | Stará Ľubovňa | 32 | 2 | 42,58000 | 887 | 139 | 0 | 0 |
| 42. | Stropkov | 20 | 2 | 18,41000 | 327 | 51 | 0 | 0 |

| | | | | | | | | |
|-----|----------------------|--------------|-----------|--------------|---------------|--------------|----------|----------|
| 43. | Svidník | 27 | 2 | 25,24000 | 494 | 72 | 0 | 0 |
| 44. | Topoľčany | 28 | 2 | 35,33000 | 678 | 10 | 0 | 0 |
| 45. | Trebišov | 62 | 2 | 70,25 | 1369 | 324 | 0 | 0 |
| 46. | Trnava | 41 | 2 | 64,41000 | 1437 | 23 | 0 | 0 |
| 47. | Veľký Krtíš | 26 | 2 | 24,40000 | 506 | 51 | 0 | 0 |
| 48. | Vranov | 50 | 2 | 59,56000 | 1228 | 334 | 0 | 0 |
| 49. | Žarnovica | 13 | 2 | 16,5 | 317 | 24 | 0 | 0 |
| | | 1 367 | 98 | 1 902 | 40 038 | 5 870 | 0 | 0 |
| 1. | Bánovce nad Bebravou | 14 | 3 | 20 | 500 | 6 | 0 | 0 |
| 2. | Banská Bystrica | 26 | 3 | 52 | 1285 | 56 | 0 | 0 |
| 3. | Banská Štiavnica | 7 | 3 | 10 | 201 | 10 | 0 | 0 |
| 4. | Bardejov | 51 | 3 | 48,33000 | 1012 | 87 | 0 | 0 |
| 5. | Bratislava II | 20 | 3 | 49 | 1164 | 33 | 0 | 0 |
| 6. | Bratislava IV | 12 | 3 | 32 | 670 | 7 | 0 | 0 |
| 7. | Brezno | 25 | 3 | 37 | 799 | 91 | 0 | 0 |
| 8. | Bytča | 11 | 3 | 19 | 459 | 1 | 0 | 0 |
| 9. | Detva | 12 | 3 | 21,65999 | 455 | 34 | 0 | 0 |
| 10. | Gelnica | 12 | 3 | 23,5 | 494 | 141 | 1 | 1 |
| 11. | Hlohovec | 21 | 3 | 25,08000 | 511 | 11 | 0 | 0 |
| 12. | Humenné | 42 | 3 | 40,79000 | 960 | 62 | 0 | 0 |
| 13. | Kežmarok | 28 | 3 | 46 | 1019 | 272 | 0 | 0 |
| 14. | Komárno | 57 | 3 | 61,16000 | 1174 | 13 | 0 | 0 |
| 15. | Košice - okolie | 37 | 3 | 48,65000 | 1031 | 373 | 1 | 1 |
| 16. | Košice I | 12 | 3 | 36 | 998 | 72 | 0 | 0 |
| 17. | Košice II | 16 | 3 | 43 | 1012 | 167 | 0 | 0 |
| 18. | Košice III | 8 | 3 | 15 | 358 | 50 | 0 | 0 |
| 19. | Košice IV | 10 | 3 | 29 | 674 | 64 | 0 | 0 |
| 20. | Krupina | 12 | 3 | 14 | 306 | 23 | 0 | 0 |
| 21. | KÚ Košice | 25 | 3 | 37 | 354 | 332 | 0 | 0 |
| 22. | Kysucké Nové Mesto | 14 | 3 | 20,5 | 461 | 3 | 0 | 0 |
| 23. | Levoča | 15 | 3 | 23,5 | 490 | 97 | 0 | 0 |
| 24. | Lučenec | 49 | 3 | 43,24000 | 873 | 205 | 0 | 0 |
| 25. | Medzilaborce | 5 | 3 | 4,830000 | 87 | 13 | 0 | 0 |
| 26. | Michalovce | 50 | 3 | 67,57000 | 1494 | 371 | 0 | 0 |
| 27. | Myjava | 13 | 3 | 14 | 304 | 9 | 0 | 0 |
| 28. | Námestovo | 26 | 3 | 48,5 | 1159 | 0 | 0 | 0 |
| 29. | Nové Zámky | 60 | 3 | 79 | 1757 | 65 | 0 | 0 |
| 30. | Poltár | 13 | 3 | 14,32999 | 305 | 45 | 0 | 0 |
| 31. | Poprad | 38 | 3 | 74 | 1530 | 249 | 0 | 0 |
| 32. | Považská Bystrica | 23 | 3 | 40 | 992 | 0 | 0 | 0 |
| 33. | Prešov | 76 | 3 | 116,9700 | 2366 | 286 | 0 | 0 |

| | | | | | | | | |
|-----|----------------------|--------------|------------|--------------|---------------|--------------|----------|----------|
| 34. | Rimavská Sobota | 64 | 3 | 57,64000 | 1099 | 430 | 0 | 0 |
| 35. | Rožňava | 38 | 3 | 42,65000 | 837 | 270 | 0 | 0 |
| 36. | Sabinov | 36 | 3 | 37,81000 | 934 | 151 | 0 | 0 |
| 37. | Skalica | 16 | 3 | 26,5 | 558 | 44 | 0 | 0 |
| 38. | Snina | 21 | 3 | 30,33000 | 637 | 40 | 0 | 0 |
| 39. | Sobrance | 14 | 3 | 16 | 304 | 31 | 0 | 0 |
| 40. | Spišská Nová Ves | 32 | 3 | 56,33000 | 1210 | 257 | 0 | 0 |
| 41. | Stará Ľubovňa | 33 | 3 | 43,91000 | 913 | 180 | 0 | 0 |
| 42. | Stropkov | 19 | 3 | 16,58000 | 330 | 44 | 0 | 0 |
| 43. | Svidník | 27 | 3 | 27,74000 | 530 | 63 | 0 | 0 |
| 44. | Topoľčany | 27 | 3 | 36,33000 | 748 | 11 | 0 | 0 |
| 45. | Trebišov | 61 | 3 | 72 | 1456 | 359 | 0 | 0 |
| 46. | Trnava | 41 | 3 | 64,41000 | 1401 | 38 | 0 | 0 |
| 47. | Veľký Krtíš | 25 | 3 | 23,07000 | 527 | 36 | 1 | 1 |
| 48. | Vranov | 49 | 3 | 58,06000 | 1202 | 349 | 0 | 0 |
| 49. | Žarnovica | 13 | 3 | 15,5 | 310 | 14 | 0 | 0 |
| | | 1 356 | 147 | 1 879 | 40 250 | 5 565 | 3 | 3 |
| 1. | Bánovce nad Bebravou | 14 | 4 | 23 | 535 | 8 | 0 | 0 |
| 2. | Banská Bystrica | 26 | 4 | 54,5 | 1344 | 40 | 0 | 0 |
| 3. | Banská Štiavnica | 7 | 4 | 9,5 | 208 | 6 | 0 | 0 |
| 4. | Bardejov | 50 | 4 | 48,5 | 1019 | 66 | 0 | 0 |
| 5. | Bratislava II | 20 | 4 | 50 | 1291 | 32 | 0 | 0 |
| 6. | Bratislava IV | 12 | 4 | 34 | 800 | 6 | 0 | 0 |
| 7. | Brezno | 25 | 4 | 39,5 | 855 | 89 | 0 | 0 |
| 8. | Bytča | 11 | 4 | 19 | 454 | 0 | 0 | 0 |
| 9. | Detva | 11 | 4 | 21,82999 | 444 | 38 | 0 | 0 |
| 10. | Gelnica | 12 | 4 | 21,5 | 437 | 139 | 0 | 0 |
| 11. | Hlohovec | 21 | 4 | 27,58000 | 832 | 20 | 0 | 0 |
| 12. | Humenné | 39 | 4 | 48 | 955 | 61 | 0 | 0 |
| 13. | Kežmarok | 28 | 4 | 49 | 1093 | 294 | 0 | 0 |
| 14. | Komárno | 52 | 4 | 69 | 1339 | 55 | 0 | 0 |
| 15. | Košice - okolie | 31 | 4 | 44,91000 | 987 | 310 | 6 | 6 |
| 16. | Košice I | 12 | 4 | 42 | 1121 | 67 | 0 | 0 |
| 17. | Košice II | 16 | 4 | 44 | 1120 | 142 | 0 | 0 |
| 18. | Košice III | 8 | 4 | 16 | 340 | 34 | 0 | 0 |
| 19. | Košice IV | 10 | 4 | 27 | 627 | 43 | 0 | 0 |
| 20. | Krupina | 12 | 4 | 16 | 368 | 18 | 0 | 0 |
| 21. | KÚ Košice | 27 | 4 | 43,5 | 408 | 371 | 1 | 1 |
| 22. | Kysucké Nové Mesto | 14 | 4 | 23,5 | 482 | 10 | 0 | 0 |
| 23. | Levoča | 15 | 4 | 22,5 | 490 | 89 | 0 | 0 |
| 24. | Lučenec | 48 | 4 | 43,91000 | 890 | 210 | 1 | 1 |

| | | | | | | | | |
|-----|----------------------|--------------|------------|--------------|---------------|--------------|-----------|-----------|
| 25. | Medzilaborce | 5 | 4 | 4,830000 | 109 | 21 | 0 | 0 |
| 26. | Michalovce | 47 | 4 | 63,41000 | 1548 | 332 | 4 | 4 |
| 27. | Myjava | 13 | 4 | 16,5 | 374 | 12 | 0 | 0 |
| 28. | Námestovo | 26 | 4 | 50 | 1182 | 0 | 0 | 0 |
| 29. | Nové Zámky | 60 | 4 | 83 | 1862 | 55 | 0 | 0 |
| 30. | Poltár | 13 | 4 | 13,32999 | 294 | 49 | 0 | 0 |
| 31. | Poprad | 38 | 4 | 76,5 | 1590 | 261 | 0 | 0 |
| 32. | Považská Bystrica | 23 | 4 | 40 | 1047 | 0 | 0 | 0 |
| 33. | Prešov | 67 | 4 | 115,1599 | 2419 | 296 | 8 | 8 |
| 34. | Rimavská Sobota | 61 | 4 | 59,15000 | 1118 | 437 | 4 | 4 |
| 35. | Rožňava | 33 | 4 | 40 | 799 | 236 | 0 | 0 |
| 36. | Sabinov | 29 | 4 | 36,5 | 906 | 131 | 0 | 0 |
| 37. | Skalica | 16 | 4 | 28,5 | 676 | 41 | 0 | 0 |
| 38. | Snina | 20 | 4 | 29 | 664 | 43 | 0 | 0 |
| 39. | Sobrance | 14 | 4 | 17 | 330 | 30 | 0 | 0 |
| 40. | Spišská Nová Ves | 30 | 4 | 64,5 | 1299 | 282 | 0 | 0 |
| 41. | Stará Ľubovňa | 34 | 4 | 43,58000 | 902 | 156 | 2 | 2 |
| 42. | Stropkov | 19 | 4 | 17,08000 | 320 | 24 | 0 | 0 |
| 43. | Svidník | 24 | 4 | 24,58000 | 492 | 63 | 0 | 0 |
| 44. | Topoľčany | 26 | 4 | 36,5 | 783 | 14 | 0 | 0 |
| 45. | Trebišov | 58 | 4 | 69,5 | 1504 | 312 | 0 | 0 |
| 46. | Trnava | 39 | 4 | 72,75 | 1572 | 44 | 0 | 0 |
| 47. | Veľký Krtíš | 21 | 4 | 22,91000 | 493 | 43 | 0 | 0 |
| 48. | Vranov | 42 | 4 | 55,75 | 1216 | 297 | 1 | 1 |
| 49. | Žarnovica | 13 | 4 | 18,5 | 365 | 21 | 0 | 0 |
| | | 1 292 | 196 | 1 937 | 42 303 | 5 348 | 27 | 27 |
| 1. | Bánovce nad Bebravou | 11 | 5 | 21 | 491 | 6 | 0 | 0 |
| 2. | Banská Bystrica | 22 | 5 | 52 | 1302 | 58 | 2 | 2 |
| 3. | Banská Štiavnica | 6 | 5 | 8 | 203 | 10 | 0 | 0 |
| 4. | Bardejov | 17 | 5 | 44,5 | 1060 | 83 | 2 | 2 |
| 5. | Bratislava II | 20 | 5 | 48 | 1134 | 27 | 0 | 0 |
| 6. | Bratislava IV | 11 | 5 | 30 | 712 | 4 | 0 | 0 |
| 7. | Brezno | 18 | 5 | 37 | 876 | 88 | 2 | 2 |
| 8. | Bytča | 9 | 5 | 18 | 450 | 0 | 0 | 0 |
| 9. | Detva | 10 | 5 | 20,32999 | 422 | 20 | 1 | 1 |
| 10. | Gelnica | 11 | 5 | 18 | 383 | 109 | 2 | 2 |
| 11. | Hlohovec | 16 | 5 | 26 | 562 | 24 | 0 | 0 |
| 12. | Humenné | 18 | 5 | 43 | 982 | 113 | 3 | 3 |
| 13. | Kežmarok | 16 | 5 | 45 | 1042 | 338 | 12 | 12 |
| 14. | Komárno | 35 | 5 | 54 | 1102 | 34 | 3 | 0 |
| 15. | Košice - okolie | 20 | 5 | 38 | 899 | 302 | 25 | 25 |

| | | | | | | | | |
|-----|----------------------|------------|------------|--------------|---------------|--------------|------------|------------|
| 16. | Košice I | 13 | 5 | 42 | 1042 | 61 | 3 | 2 |
| 17. | Košice II | 15 | 5 | 42 | 1010 | 113 | 4 | 4 |
| 18. | Košice III | 8 | 5 | 16 | 328 | 53 | 2 | 2 |
| 19. | Košice IV | 10 | 5 | 26 | 600 | 52 | 0 | 0 |
| 20. | Krupina | 8 | 5 | 14 | 260 | 18 | 1 | 1 |
| 21. | KÚ Košice | 27 | 5 | 39 | 373 | 329 | 1 | 1 |
| 22. | Kysucké Nové Mesto | 12 | 5 | 21 | 492 | 3 | 0 | 0 |
| 23. | Levoča | 8 | 5 | 19 | 437 | 95 | 3 | 3 |
| 24. | Lučenec | 16 | 5 | 39 | 971 | 257 | 6 | 6 |
| 25. | Medzilaborce | 4 | 5 | 7 | 116 | 22 | 2 | 2 |
| 26. | Michalovce | 27 | 5 | 63 | 1513 | 366 | 17 | 17 |
| 27. | Myjava | 7 | 5 | 15 | 335 | 14 | 0 | 0 |
| 28. | Námestovo | 20 | 5 | 42 | 1052 | 0 | 0 | 0 |
| 29. | Nové Zámky | 47 | 5 | 77 | 1683 | 62 | 2 | 1 |
| 30. | Poltár | 7 | 5 | 11 | 253 | 55 | 0 | 0 |
| 31. | Poprad | 29 | 5 | 69 | 1535 | 207 | 7 | 7 |
| 32. | Považská Bystrica | 16 | 5 | 37 | 981 | 0 | 0 | 0 |
| 33. | Prešov | 42 | 5 | 101,66 | 2293 | 275 | 5 | 5 |
| 34. | Rimavská Sobota | 23 | 5 | 51,5 | 1076 | 418 | 21 | 19 |
| 35. | Rožňava | 18 | 5 | 31 | 740 | 216 | 0 | 0 |
| 36. | Sabinov | 13 | 5 | 31,5 | 794 | 127 | 1 | 1 |
| 37. | Skalica | 10 | 5 | 26 | 636 | 54 | 6 | 5 |
| 38. | Snina | 16 | 5 | 33 | 646 | 49 | 0 | 0 |
| 39. | Sobrance | 9 | 5 | 13 | 296 | 30 | 1 | 1 |
| 40. | Spišská Nová Ves | 20 | 5 | 55 | 1249 | 356 | 7 | 6 |
| 41. | Stará Ľubovňa | 25 | 5 | 33,90000 | 785 | 127 | 5 | 5 |
| 42. | Stropkov | 9 | 5 | 17 | 296 | 39 | 0 | 0 |
| 43. | Svidník | 13 | 5 | 22 | 491 | 62 | 1 | 1 |
| 44. | Topoľčany | 18 | 5 | 34 | 754 | 6 | 0 | 0 |
| 45. | Trebišov | 31 | 5 | 58 | 1339 | 294 | 14 | 13 |
| 46. | Trnava | 32 | 5 | 61 | 1332 | 34 | 1 | 1 |
| 47. | Veľký Krtíš | 13 | 5 | 23,5 | 557 | 53 | 4 | 2 |
| 48. | Vranov | 17 | 5 | 48 | 1089 | 316 | 14 | 14 |
| 49. | Žarnovica | 10 | 5 | 16 | 346 | 20 | 1 | 0 |
| | | 833 | 245 | 1 738 | 39 320 | 5 399 | 181 | 168 |
| 1. | Bánovce nad Bebravou | 11 | 6 | 22 | 533 | 8 | 0 | 0 |
| 2. | Banská Bystrica | 22 | 6 | 53 | 1313 | 49 | 2 | 2 |
| 3. | Banská Štiavnica | 6 | 6 | 9 | 185 | 15 | 0 | 0 |
| 4. | Bardejov | 17 | 6 | 46 | 1059 | 77 | 4 | 4 |
| 5. | Bratislava II | 20 | 6 | 44 | 1079 | 19 | 0 | 0 |
| 6. | Bratislava IV | 11 | 6 | 31 | 753 | 2 | 0 | 0 |

| | | | | | | | | |
|-----|--------------------|----|---|----------|------|-----|----|----|
| 7. | Brezno | 18 | 6 | 37 | 828 | 91 | 5 | 5 |
| 8. | Bytča | 9 | 6 | 18 | 444 | 0 | 0 | 0 |
| 9. | Detva | 10 | 6 | 20,32999 | 445 | 32 | 0 | 0 |
| 10. | Gelnica | 11 | 6 | 19 | 400 | 103 | 3 | 3 |
| 11. | Hlohovec | 16 | 6 | 24 | 536 | 20 | 0 | 0 |
| 12. | Humenné | 18 | 6 | 39,5 | 942 | 73 | 8 | 6 |
| 13. | Kežmarok | 16 | 6 | 45 | 1059 | 278 | 11 | 11 |
| 14. | Komárno | 35 | 6 | 56 | 1202 | 23 | 4 | 2 |
| 15. | Košice - okolie | 20 | 6 | 36,25 | 873 | 241 | 20 | 20 |
| 16. | Košice I | 13 | 6 | 42 | 1077 | 68 | 10 | 10 |
| 17. | Košice II | 15 | 6 | 46 | 1146 | 161 | 13 | 11 |
| 18. | Košice III | 8 | 6 | 15 | 326 | 36 | 0 | 0 |
| 19. | Košice IV | 10 | 6 | 23 | 544 | 32 | 2 | 2 |
| 20. | Krupina | 8 | 6 | 14 | 296 | 17 | 0 | 0 |
| 21. | KÚ Košice | 26 | 6 | 39,5 | 413 | 365 | 11 | 11 |
| 22. | Kysucké Nové Mesto | 12 | 6 | 25 | 556 | 4 | 0 | 0 |
| 23. | Levoča | 8 | 6 | 17 | 422 | 78 | 1 | 1 |
| 24. | Lučenec | 16 | 6 | 36 | 891 | 198 | 14 | 13 |
| 25. | Medzilaborce | 4 | 6 | 7 | 121 | 11 | 0 | 0 |
| 26. | Michalovce | 26 | 6 | 63 | 1478 | 361 | 23 | 23 |
| 27. | Myjava | 7 | 6 | 13 | 336 | 13 | 0 | 0 |
| 28. | Námestovo | 20 | 6 | 39 | 977 | 0 | 0 | 0 |
| 29. | Nové Zámky | 47 | 6 | 76,5 | 1775 | 52 | 1 | 0 |
| 30. | Poltár | 7 | 6 | 12 | 247 | 42 | 1 | 1 |
| 31. | Poprad | 29 | 6 | 70 | 1497 | 229 | 12 | 12 |
| 32. | Považská Bystrica | 16 | 6 | 39 | 1006 | 0 | 0 | 0 |
| 33. | Prešov | 42 | 6 | 95,83000 | 2215 | 228 | 20 | 19 |
| 34. | Rimavská Sobota | 22 | 6 | 44,5 | 979 | 333 | 22 | 21 |
| 35. | Rožňava | 18 | 6 | 34 | 745 | 274 | 10 | 10 |
| 36. | Sabinov | 13 | 6 | 32,5 | 832 | 109 | 6 | 6 |
| 37. | Skalica | 10 | 6 | 25 | 634 | 37 | 1 | 0 |
| 38. | Snina | 16 | 6 | 29,5 | 652 | 41 | 2 | 2 |
| 39. | Sobrance | 9 | 6 | 16 | 318 | 45 | 0 | 0 |
| 40. | Spišská Nová Ves | 20 | 6 | 48,5 | 1146 | 213 | 15 | 14 |
| 41. | Stará Ľubovňa | 27 | 6 | 42,90000 | 916 | 145 | 16 | 16 |
| 42. | Stropkov | 9 | 6 | 15 | 275 | 29 | 0 | 0 |
| 43. | Svidník | 13 | 6 | 22 | 473 | 69 | 2 | 2 |
| 44. | Topoľčany | 18 | 6 | 34 | 788 | 2 | 1 | 0 |
| 45. | Trebišov | 31 | 6 | 62 | 1351 | 259 | 17 | 15 |
| 46. | Trnava | 32 | 6 | 63 | 1390 | 40 | 2 | 1 |
| 47. | Veľký Krtíš | 13 | 6 | 21,5 | 493 | 30 | 7 | 5 |
| 48. | Vranov | 17 | 6 | 47 | 1107 | 313 | 25 | 25 |

| | | | | | | | | |
|-----|----------------------|------------|------------|--------------|---------------|--------------|------------|------------|
| 49. | Žarnovica | 10 | 6 | 15 | 358 | 19 | 2 | 2 |
| | | 832 | 294 | 1 725 | 39 431 | 4 884 | 293 | 275 |
| 1. | Bánovce nad Bebravou | 11 | 7 | 23 | 565 | 3 | 0 | 0 |
| 2. | Banská Bystrica | 22 | 7 | 53 | 1332 | 32 | 0 | 0 |
| 3. | Banská Štiavnica | 6 | 7 | 9 | 199 | 8 | 1 | 1 |
| 4. | Bardejov | 17 | 7 | 46,5 | 1121 | 91 | 14 | 14 |
| 5. | Bratislava II | 21 | 7 | 44 | 1054 | 15 | 1 | 0 |
| 6. | Bratislava IV | 11 | 7 | 30 | 729 | 5 | 0 | 0 |
| 7. | Brezno | 18 | 7 | 38 | 850 | 61 | 11 | 8 |
| 8. | Bytča | 9 | 7 | 17 | 448 | 0 | 0 | 0 |
| 9. | Detva | 10 | 7 | 21,32999 | 484 | 25 | 1 | 1 |
| 10. | Gelnica | 11 | 7 | 21 | 438 | 115 | 7 | 7 |
| 11. | Hlohovec | 16 | 7 | 27 | 577 | 22 | 0 | 0 |
| 12. | Humenné | 18 | 7 | 40,5 | 960 | 50 | 3 | 3 |
| 13. | Kežmarok | 15 | 7 | 39 | 916 | 211 | 25 | 24 |
| 14. | Komárno | 35 | 7 | 59 | 1270 | 29 | 16 | 6 |
| 15. | Košice - okolie | 20 | 7 | 33,5 | 818 | 172 | 37 | 31 |
| 16. | Košice I | 13 | 7 | 39 | 986 | 41 | 4 | 4 |
| 17. | Košice II | 15 | 7 | 50 | 1204 | 108 | 24 | 22 |
| 18. | Košice III | 8 | 7 | 16 | 342 | 29 | 0 | 0 |
| 19. | Košice IV | 10 | 7 | 25 | 563 | 34 | 2 | 1 |
| 20. | Krupina | 8 | 7 | 14 | 297 | 21 | 2 | 2 |
| 21. | KÚ Košice | 25 | 7 | 38 | 376 | 315 | 19 | 18 |
| 22. | Kysucké Nové Mesto | 12 | 7 | 23 | 463 | 6 | 0 | 0 |
| 23. | Levoča | 8 | 7 | 17 | 422 | 45 | 6 | 5 |
| 24. | Lučenec | 16 | 7 | 37 | 924 | 197 | 26 | 24 |
| 25. | Medzilaborce | 4 | 7 | 6 | 103 | 4 | 0 | 0 |
| 26. | Michalovce | 26 | 7 | 63 | 1456 | 257 | 35 | 34 |
| 27. | Myjava | 7 | 7 | 15 | 388 | 12 | 0 | 0 |
| 28. | Námestovo | 20 | 7 | 40 | 1022 | 0 | 2 | 0 |
| 29. | Nové Zámky | 47 | 7 | 74 | 1661 | 61 | 5 | 2 |
| 30. | Poltár | 7 | 7 | 11 | 241 | 33 | 3 | 3 |
| 31. | Poprad | 29 | 7 | 75 | 1598 | 225 | 26 | 26 |
| 32. | Považská Bystrica | 16 | 7 | 41 | 1057 | 0 | 0 | 0 |
| 33. | Prešov | 40 | 7 | 98,32999 | 2356 | 173 | 16 | 15 |
| 34. | Rimavská Sobota | 21 | 7 | 42,5 | 963 | 299 | 47 | 44 |
| 35. | Rožňava | 18 | 7 | 34 | 747 | 215 | 7 | 6 |
| 36. | Sabinov | 13 | 7 | 29 | 751 | 111 | 12 | 12 |
| 37. | Skalica | 10 | 7 | 27 | 675 | 41 | 3 | 3 |
| 38. | Snina | 16 | 7 | 30,5 | 698 | 44 | 0 | 0 |
| 39. | Sobrance | 9 | 7 | 15 | 313 | 35 | 3 | 3 |

| | | | | | | | | |
|-----|----------------------|------------|------------|--------------|---------------|--------------|------------|------------|
| 40. | Spišská Nová Ves | 20 | 7 | 49,5 | 1186 | 235 | 37 | 34 |
| 41. | Stará Ľubovňa | 24 | 7 | 33,90000 | 761 | 70 | 5 | 5 |
| 42. | Stropkov | 9 | 7 | 22 | 306 | 27 | 0 | 0 |
| 43. | Svidník | 13 | 7 | 23 | 478 | 53 | 1 | 1 |
| 44. | Topoľčany | 18 | 7 | 34 | 759 | 5 | 1 | 0 |
| 45. | Trebišov | 31 | 7 | 57 | 1346 | 183 | 21 | 14 |
| 46. | Trnava | 32 | 7 | 62 | 1350 | 34 | 2 | 1 |
| 47. | Veľký Krtíš | 13 | 7 | 23,5 | 519 | 29 | 2 | 2 |
| 48. | Vranov | 17 | 7 | 44 | 1057 | 255 | 24 | 24 |
| 49. | Žarnovica | 10 | 7 | 17 | 340 | 14 | 3 | 2 |
| | | 825 | 343 | 1 728 | 39 469 | 4 050 | 454 | 402 |
| 1. | Bánovce nad Bebravou | 11 | 8 | 25 | | 6 | 0 | 0 |
| 2. | Banská Bystrica | 22 | 8 | 59 | 1470 | 29 | 4 | 3 |
| 3. | Banská Štiavnica | 6 | 8 | 9 | 213 | 5 | 3 | 0 |
| 4. | Bardejov | 17 | 8 | 46 | 1111 | 81 | 16 | 16 |
| 5. | Bratislava II | 21 | 8 | 46 | 1125 | 27 | 5 | 3 |
| 6. | Bratislava IV | 10 | 8 | 30 | 745 | 3 | 0 | 0 |
| 7. | Brezno | 18 | 8 | 38,5 | 893 | 40 | 9 | 5 |
| 8. | Bytča | 9 | 8 | 15 | 402 | 0 | 0 | 0 |
| 9. | Detva | 10 | 8 | 21,5 | 489 | 19 | 1 | 1 |
| 10. | Gelnica | 11 | 8 | 18 | 380 | 83 | 14 | 14 |
| 11. | Hlohovec | 16 | 8 | 25 | 588 | 14 | 3 | 1 |
| 12. | Humenné | 18 | 8 | 40,5 | 959 | 40 | 5 | 5 |
| 13. | Kežmarok | 15 | 8 | 34 | 801 | 149 | 30 | 28 |
| 14. | Komárno | 35 | 8 | 58 | 1244 | 19 | 13 | 1 |
| 15. | Košice - okolie | 20 | 8 | 35,75 | 796 | 116 | 35 | 30 |
| 16. | Košice I | 13 | 8 | 36 | 907 | 35 | 4 | 2 |
| 17. | Košice II | 15 | 8 | 50 | 1249 | 66 | 13 | 10 |
| 18. | Košice III | 8 | 8 | 17 | 366 | 26 | 7 | 4 |
| 19. | Košice IV | 10 | 8 | 21 | 501 | 22 | 3 | 3 |
| 20. | Krupina | 8 | 8 | 13 | 273 | 17 | 1 | 0 |
| 21. | KÚ Košice | 27 | 8 | 34,5 | 335 | 259 | 45 | 40 |
| 22. | Kysucké Nové Mesto | 12 | 8 | 23 | 512 | 1 | 0 | 0 |
| 23. | Levoča | 8 | 8 | 18 | 418 | 53 | 16 | 13 |
| 24. | Lučenec | 16 | 8 | 41 | 978 | 180 | 21 | 19 |
| 25. | Medzilaborce | 4 | 8 | 5 | 97 | 2 | 1 | 1 |
| 26. | Michalovce | 26 | 8 | 64 | 1515 | 204 | 52 | 46 |
| 27. | Myjava | 7 | 8 | 15 | 358 | 8 | 0 | 0 |
| 28. | Námestovo | 20 | 8 | 39 | 957 | 0 | 7 | 0 |
| 29. | Nové Zámky | 47 | 8 | 79 | 1798 | 50 | 13 | 5 |
| 30. | Poltár | 7 | 8 | 11 | 245 | 24 | 2 | 0 |

| | | | | | | | | |
|-----|----------------------|------------|------------|--------------|---------------|--------------|------------|------------|
| 31. | Poprad | 29 | 8 | 65 | 1466 | 115 | 25 | 20 |
| 32. | Považská Bystrica | 16 | 8 | 43 | 1137 | 0 | 0 | 0 |
| 33. | Prešov | 40 | 8 | 97,65999 | 2294 | 124 | 27 | 24 |
| 34. | Rimavská Sobota | 21 | 8 | 44 | 919 | 224 | 36 | 30 |
| 35. | Rožňava | 18 | 8 | 35 | 744 | 171 | 13 | 12 |
| 36. | Sabinov | 13 | 8 | 27,5 | 712 | 70 | 12 | 10 |
| 37. | Skalica | 10 | 8 | 24 | 591 | 26 | 4 | 3 |
| 38. | Snina | 16 | 8 | 27,5 | 609 | 30 | 2 | 2 |
| 39. | Sobrance | 10 | 8 | 16 | 352 | 24 | 2 | 2 |
| 40. | Spišská Nová Ves | 20 | 8 | 48,5 | 1144 | 187 | 29 | 26 |
| 41. | Stará Ľubovňa | 23 | 8 | 35,90000 | 793 | 82 | 18 | 15 |
| 42. | Stropkov | 9 | 8 | 15 | 327 | 16 | 0 | 0 |
| 43. | Svidník | 13 | 8 | 22 | 461 | 44 | 1 | 0 |
| 44. | Topoľčany | 18 | 8 | 39 | 897 | 3 | 2 | 0 |
| 45. | Trebišov | 31 | 8 | 60 | 1403 | 163 | 31 | 16 |
| 46. | Trnava | 32 | 8 | 64 | 1464 | 18 | 3 | 1 |
| 47. | Veľký Krtíš | 13 | 8 | 24 | 541 | 22 | 8 | 3 |
| 48. | Vranov | 17 | 8 | 46 | 1108 | 241 | 53 | 50 |
| 49. | Žarnovica | 10 | 8 | 19 | 395 | 21 | 4 | 3 |
| | | 815 | 384 | 1 696 | 39 082 | 3 153 | 593 | 467 |
| 1. | Bánovce nad Bebravou | 11 | 9 | 24 | 587 | 1 | 1 | 0 |
| 2. | Banská Bystrica | 22 | 9 | 61 | 1481 | 21 | 26 | 2 |
| 3. | Banská Štiavnica | 6 | 9 | 10 | 214 | 5 | 6 | 1 |
| 4. | Bardejov | 17 | 9 | 42 | 1122 | 35 | 29 | 22 |
| 5. | Bratislava II | 21 | 9 | 45 | 1041 | 16 | 15 | 3 |
| 6. | Bratislava IV | 10 | 9 | 28 | 668 | 2 | 8 | 0 |
| 7. | Brezno | 18 | 9 | 37,5 | 846 | 39 | 27 | 10 |
| 8. | Bytča | 9 | 9 | 18 | 456 | 0 | 7 | 0 |
| 9. | Detva | 10 | 9 | 20,5 | 472 | 10 | 15 | 2 |
| 10. | Gelnica | 11 | 9 | 18 | 433 | 53 | 15 | 10 |
| 11. | Hlohovec | 16 | 9 | 25 | 578 | 12 | 9 | 1 |
| 12. | Humenné | 18 | 9 | 41,5 | 1024 | 33 | 30 | 16 |
| 13. | Kežmarok | 14 | 9 | 31 | 728 | 75 | 28 | 18 |
| 14. | Komárno | 35 | 9 | 61 | 1302 | 3 | 61 | 2 |
| 15. | Košice - okolie | 20 | 9 | 35,25 | 814 | 75 | 33 | 20 |
| 16. | Košice I | 13 | 9 | 32 | 811 | 15 | 26 | 5 |
| 17. | Košice II | 14 | 9 | 49 | 1273 | 27 | 23 | 7 |
| 18. | Košice III | 8 | 9 | 17 | 371 | 14 | 21 | 2 |
| 19. | Košice IV | 10 | 9 | 21 | 455 | 8 | 5 | 1 |
| 20. | Krupina | 8 | 9 | 14 | 302 | 16 | 10 | 2 |
| 21. | KÚ Košice | 25 | 9 | 30,5 | 287 | 223 | 99 | 84 |

| | | | | | | | | |
|-----|--------------------|------------|------------|--------------|---------------|--------------|--------------|------------|
| 22. | Kysucké Nové Mesto | 12 | 9 | 22 | 498 | 1 | 3 | 0 |
| 23. | Levoča | 8 | 9 | 19 | 482 | 34 | 20 | 13 |
| 24. | Lučenec | 16 | 9 | 37 | 922 | 88 | 27 | 18 |
| 25. | Medzilaborce | 4 | 9 | 6 | 111 | 1 | 0 | 0 |
| 26. | Michalovce | 26 | 9 | 64 | 1557 | 144 | 61 | 42 |
| 27. | Myjava | 7 | 9 | 14 | 375 | 9 | 6 | 2 |
| 28. | Námestovo | 20 | 9 | 38 | 944 | 0 | 14 | 0 |
| 29. | Nové Zámky | 47 | 9 | 83,5 | 1883 | 30 | 58 | 11 |
| 30. | Poltár | 7 | 9 | 11 | 244 | 15 | 8 | 0 |
| 31. | Poprad | 29 | 9 | 65 | 1491 | 103 | 57 | 35 |
| 32. | Považská Bystrica | 16 | 9 | 41 | 1036 | 0 | 12 | 0 |
| 33. | Prešov | 40 | 9 | 98,15999 | 2227 | 68 | 54 | 31 |
| 34. | Rimavská Sobota | 20 | 9 | 41 | 858 | 140 | 60 | 38 |
| 35. | Rožňava | 18 | 9 | 32 | 725 | 122 | 40 | 30 |
| 36. | Sabinov | 13 | 9 | 29,5 | 697 | 50 | 29 | 22 |
| 37. | Skalica | 10 | 9 | 28 | 660 | 17 | 17 | 5 |
| 38. | Snina | 15 | 9 | 29,5 | 663 | 17 | 13 | 5 |
| 39. | Sobrance | 9 | 9 | 16 | 341 | 25 | 11 | 8 |
| 40. | Spišská Nová Ves | 19 | 9 | 45,5 | 1063 | 83 | 47 | 29 |
| 41. | Stará Ľubovňa | 23 | 9 | 30,90000 | 664 | 35 | 14 | 6 |
| 42. | Stropkov | 9 | 9 | 23 | 312 | 11 | 2 | 2 |
| 43. | Svidník | 13 | 9 | 22 | 437 | 29 | 2 | 2 |
| 44. | Topoľčany | 18 | 9 | 36 | 836 | 1 | 9 | 0 |
| 45. | Trebišov | 31 | 9 | 59 | 1350 | 123 | 55 | 26 |
| 46. | Trnava | 32 | 9 | 63 | 1384 | 30 | 26 | 8 |
| 47. | Veľký Krtíš | 13 | 9 | 23,5 | 541 | 13 | 25 | 4 |
| 48. | Vranov | 17 | 9 | 43 | 1047 | 110 | 30 | 22 |
| 49. | Žarnovica | 10 | 9 | 18 | 400 | 20 | 20 | 8 |
| | | 818 | 441 | 1 700 | 39 013 | 2 002 | 1 214 | 575 |

APPENDIX B

PHARE Programs

1. PHARE 1999 – Minority Tolerance Programme – SR 9905.02

Phare Minority Tolerance Programme 1999 was designed for all national and ethnic minorities in the Slovak Republic including Roma national minority. The project is divided into 3 smaller projects that are mutually connected:

1. Training program for local authorities and opinion-makers
2. Public information campaign on minorities
3. Increase of language teaching and learning level at schools with minority teaching language and establishment of Educational, information, documentation, advisory and consulting centre for the Romas.

Ministry of Education SR was the director and co-ordinator of the third subproject within PHARE program SR9905.02:

SUB-PROJECT no.3: *Increase of language teaching and learning level at schools with minority teaching language and establishment of Educational, information, documentation, advisory and consulting centre for the Romas.*

The goals of the subproject:

Improvement of national minority position by means of their educational system development with the special emphasis on Roma minority

Creation of better conditions for teaching and learning at schools with minority teaching language and on the whole to create advantageous environment supporting mutual understanding among the society members and in such a way to limit social and racial discrimination.

Subproject components:

1. Improvement of the Slovak language learning and teaching at schools with national minority teaching language
2. Strengthening of national minority language teaching in the SR
3. Establishment of Educational, information, documentation, advisory and consulting centre for the Romas in Prešov
4. Supply of technical equipment and teaching aids into schools involved into the project.

Partner institutions in the project were: Ministry of Education of the Slovak Republic, Office of the SR Government, non-governmental associations and organisations, UKF Nitra, Prešov University, Comenius University Bratislava, 79 pilot schools with national minority language teaching (Hungarian, Ukrainian, Ruthene) – lists are attached, Methodical centre in Prešov, State pedagogical institute.

Co-financing from the party of the Slovak Republic incorporated reconstruction works at selected primary schools and financing of newly created Educational, information, documentation, advisory and consulting centre for the Romas activities, which came into being at the Methodical centre in Prešov - www.mcpo.sk

Grant/Subsidy from PHARE 197.000 € (technical assistance) + 1.181.000 € (school equipment)

Co-financing: 150.000 €

Implementation of the subproject started in September 2001 and it took one year. The project was executed by the FÁS International Consulting Ltd. Company that aimed its activities at the following areas under the support of domestic experts in issues of national minority education and in co-operation with the Office of the SR Government and the Ministry of Education SR:

- Creation of modern, effective and interactive materials and teaching techniques for the Slovak language teaching and learning
- Elaboration of new approaches to national minority language teaching and learning as a means for supporting multicultural education at schools
- Establishment of the Educational, information, documentation, advisory and consulting centre for Roma national minority.

79 schools with national minority language teaching, 3 universities and other educational institutions joined the project and they were supported by material and technical equipment in the form of computing and office technologies. The purpose of this form of support was to improve conditions of teaching and self-fulfilment of pupils belonging to national minorities in educational system.

Seminars, conferences and trainings for teachers and pedagogical workers of schools that joined the project were organised as the part of implementation. Co-operation of teaching process direct participants brought both immediate feedback and many times valuable recommendations that were applied by individual experts in proposals of methods and procedures in teaching at schools with national minority language teaching.

Aiming at enabling education process to response appropriately to various needs of children from national minorities in connection with interest in long-term social integration and social solidarity in Slovakia as well as in the extended European Union, the project team's main task was to disseminate significance of multicultural education as a precondition of education quality improvement at our schools.

Output materials that introduce results of interactive process of verification and acceptance of feedback from 27 pilot schools as well as from the State Pedagogical Institute and the Methodical and Pedagogical Centre in Prešov are one of the concrete outputs of the project. The aim of these materials is to within everyday educational process enable teachers to response more effectively to various needs of children belonging to different national minorities. Materials contain number of proposals, practical exercises, ideas and views that help teachers to liven up and stimulate work at class. Individual parts of the material logically continue one another. They contain theoretical and practical part that can be combined, develop and brought into a variety of contexts and they are suitable for all age categories of pupils thanks to their character. Their aim is not to replace existing curricula, they are rather parallel resource that replenishes and strengthens effectiveness of existing approved curricula and teaching methods. Materials were distributed into schools on the whole territory of the Slovak Republic.

The project as well as its closing conference showed chances to create creative, stimulating and active environment in which connection of forces and openness of discussion reflected the point of the partnership in the name of the common goals. We hope that if we set other participants of the upbringing and education process in the SR a good example, we have chance that we will gradually contribute to enhancement and life quality improvement of us all.

2. PHARE 2000 – Improvement of conditions for the Roma self-fulfillment in the educational system - SK0002.01

The subject-matter project contains the following activities:

- Strengthening of pre-school up-bringing of Roma children and their mothers involvement into the teaching process and by support of Roma teachers' assistants – opening of 50 classes of pre-school education of the "mother and child" type
- Support of primary education of Roma children by opening 70 preliminary classes at primary schools with day-long care and alternative educational system with support of Roma teachers' assistants
- Creation of a pilot project of technical education for Roma young people without completed primary education at 4 secondary technical schools
- Support of university education of teachers and teachers assistants for Roma schools by strengthening capacity of relevant universities and co-operating methodical centres

The European Consultants Organisation company (Contractor) executed the contract on services (supplier of so called technical assistance). The work on the project was finished in November 2003. The project incorporated supplies of information technologies, furniture, teaching aids and other equipment into the educational institutions that joined the project. They were put into practice in 2003. Output materials of the project are made public on the web sites of the Ministry of Education SR <http://www.education.gov.sk/sekcie/phare/sei/main/sk/projektsr/projektsr.htm>

Compulsory financing of the project from the Slovak Republic was designed for reconstruction of nursery school accommodation.

| | |
|----------------------|---------------|
| PHARE grant/subsidy: | 1.720.000 EUR |
| Co-financing: | 240.000 EUR |

3. PHARE 2001 – Support of Roma minority in the field of education – SR 0103.01

The project directly continues the series of Phare projects. Its purpose is to improve educational level of Roma national minority, to support tolerance and integration of the Romas into the society.

The project's goals directly correspond with individual groups of activities defined in the project:

- Pre-school education quality improvement – implementation of Mother and Child module in 50 nursery schools with a high number of Roma children
- Strengthening of a day-long care system in the system of primary education for pupils from socially disadvantaged environment – opening 70 preliminary years at primary schools with a high number of children from disadvantaged environment
- Re-integration of socially disadvantaged children from special schools into standard primary schools
- Establishment of community centres in municipalities with a high concentration of Roma population (this activity is under way under the conduct of the Human rights and Minorities Division of the Office of the SR Government.

Within re-integration of socially disadvantaged children from special primary schools into standard primary schools, technical assistance with the task to reassess diagnostic tests is the part of the project, and in such a way to help to increase the number of pupils re-integrated from special primary schools into primary schools, number of pupils adequately diagnosed at the enter into the 1st year of a primary schools and pupils adequately prepared for education at a primary school. The contractor of this part of the project (FAS International) initiated its activities in January 2003. The task completion is assumed in February 2004.

The part of the project is a supply of information technologies, furniture and teaching aids into educational institution that have joined the project.

Co-financing from the Slovak Republic is, apart from running community centres, designed for reconstruction of nursery, primary and special schools, and for purchase of information technologies for primary schools.

PHARE grant/subsidy: 1.700.000 EUR (including community centres)

Co-financing: 675.000 EUR (including community centres)

4. PHARE 2002 – Further integration of Roma children in the field of up-bringing and education and improvement of living conditions - SR2002/000.610.03

The project continues several Phare projects in the field of political criteria. The purpose is still to continue in improving educational level of Roma national minority and at the same time to create preconditions for improvement of socially disadvantaged citizens' living conditions.

The main goals of the project are:

- Successful implementation of the Roma education integrated system by means of class creation at special primary schools where education will be executed that will adequately prepare pupils for study at standard primary schools. At the same time there will be some space created for pupils so that they can attend a standard primary schools at a place of residence.
- Providing municipalities with help in their preparation for building infrastructure (water conduit connections, drainage/sewers, sewage works, roads, pavements and electricity connections etc.) aimed at improvement of socially disadvantaged citizens' living conditions. The help will be provided especially by elaborating technical documentation of buildings in accordance the Slovak regulations.

APPENDIX C

Brief information on the project of the school of the second chance

The Council for counselling in social work (RPSP) is a non-profit civil association. RPSP mission is to influence the change of social environment in the interest of human and civic dignity of impaired and elderly people. The aim is to provide prevention, counselling, and service to citizens in disadvantageous life situations so that despite the difficulties that can live a worthy life. To this aim, transformation of social institutions, development of new forms of help, non-formal education, training of services users, and education of social workers in co-operation with foreign partners are related to.

RPSP has the network of workplaces in the Slovak Republic and they are in: Bratislava (the Council centre), Malacky, Žilina, Levice, Banská Bystrica a independent workplace in Košice. RPSP supports self-reliance and responsibility, co-ordination and co-operation in pushing the mission and goal ahead with the emphasis on the regional conditions of individual workplaces.

RPSP, Košice Self-governmental County (KSK), European Town Association of the Schools of the Second Chance (E2C-Europe), MoE SR, MoLSAaF SR, MPC Prešov, Municipality of the town of Košice, Academia Istropolitana are the main co-operating partners and at the same time they provide guarantee for RPSP in implementation of the schools of the second chance (SDŠ) in Slovakia.

Situation:

- Statistical data of MoE SR indicate that every year approximately 15 000 pupils fail at the primary stage of education. Most of them never finishes their primary education.
- Unemployment in Košice region reaches 24,5 %
- In the town of Košice there is 5000 job candidates registered with primary education and non-finished professional preparation. In economic expression allowances in unemployment for the given group amount cca 200 million SK (within passive policy of unemployment issue solving)
- In vocational and technical schools in Košice county 65 % of pupils do not enter on the 2nd year and leave for registration at the Labour Offices.
- There does not an institution exist that would with respect to subjective disposability enable these unemployed young people to acquire the necessary stage of education (primary school, preparation for profession) so that they can effectively solve their existential problems and make themselves useful at the labour market.
- In Košice region there are no statistics available that would say about needs of employers and there is connection missing between requirements of employers and topical educating for needs of the labour market.

The issue needs to be solved in a system manner and at the level of a region according to the needs and demographic structure of population. Solution is possible only under the close co-operation of entities in the region that will create continuation in the structure /building a structure of educational services according to the needs of citizens/ on the assumption of their connection in social and political system of the given town, region or county.

Existing activities of the Council for counselling in social work related to this project:

1. In 2002 a pilot project of the schools of the second chance was introduced to Košice Self-governmental County (KSK).
2. In August 2002 an agreement on mutual co-operation and expert help in preparing systemic patterns of education for the Romas within investment development projects of the Košice Self-governmental County strategy, between KSK and RPSP was signed.
3. In October 2002 representatives of RPSP, Academia Istropolitana and KSK took part in European summer school for establishment of the schools of the second chance in Zakopane in Poland. The town of Košice was invited to become a member of E2C and RPSP together with Academia Istropolitana were selected as partners into QUEST international project (Quality educational system)
4. In 2003 a pilot project of the schools of the second chance was introduced to the town of Košice. On November 11 2003 the town representation in Košice at its meeting approved:
 - a) incorporation of the project of the schools of the second chance into the social policy of the town of Košice,
 - b) enter of the town of Košice into European Town Association of the schools of the second chance (E2C),
 - c) to choose suitable objects for purposes of the pilot project of the school of the second chance establishment .
5. In 2003 co-operation was established with two NGOs in Košice region that are interested in establishing first schools of the second chance in Slovakia (Second chance, non-profit o., OZ Útočište (Sanctuary)). Non-profit organisation Second Chance has elaborated a pilot project of the School of the second chance in the surroundings of Košice and applies for financing from structural funds.

The Council for counselling in social work in Košice with co-operating partners gradually prepares conditions for introduction and networking of the schools of the second chance in Slovakia by means of supporting projects:

1. **Worker preparation/ Trainer training.** The aim is to prepare a team of trainers who would be able to educate and prepare personal background of lecturers for the schools of the second chance. Trainer preparation will be carried out in co-operation with E2C-Europe and Folk High School in Viebäck, Sweden.
2. **Preparation of modules for accreditation.** In co-operation with the Methodical and pedagogical centre in Prešov preparation of modules for accreditation for schools of the second chance has started.
3. **Schools of the second chance quality standard creation.** Subproject carried out within the above-mentioned project TQM (Total quality management – Quality educational system).
4. **Dissemination** Make ideas of schools of the second chance public in other regions of Slovakia in co-operation with Academia Istropolitana, Bratislava and the Union of the towns of Slovakia

Diagram no.1 Connection of schools of the second chance in Košice region

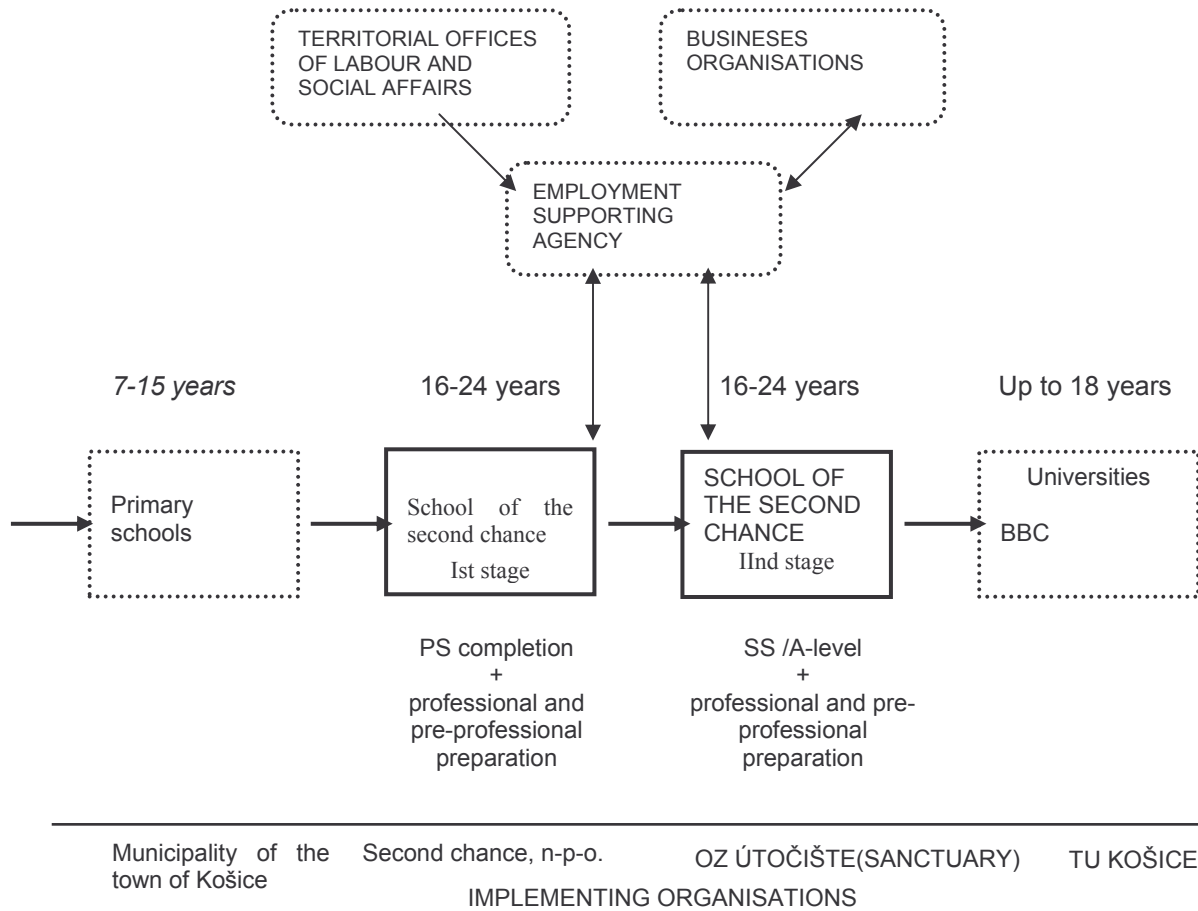
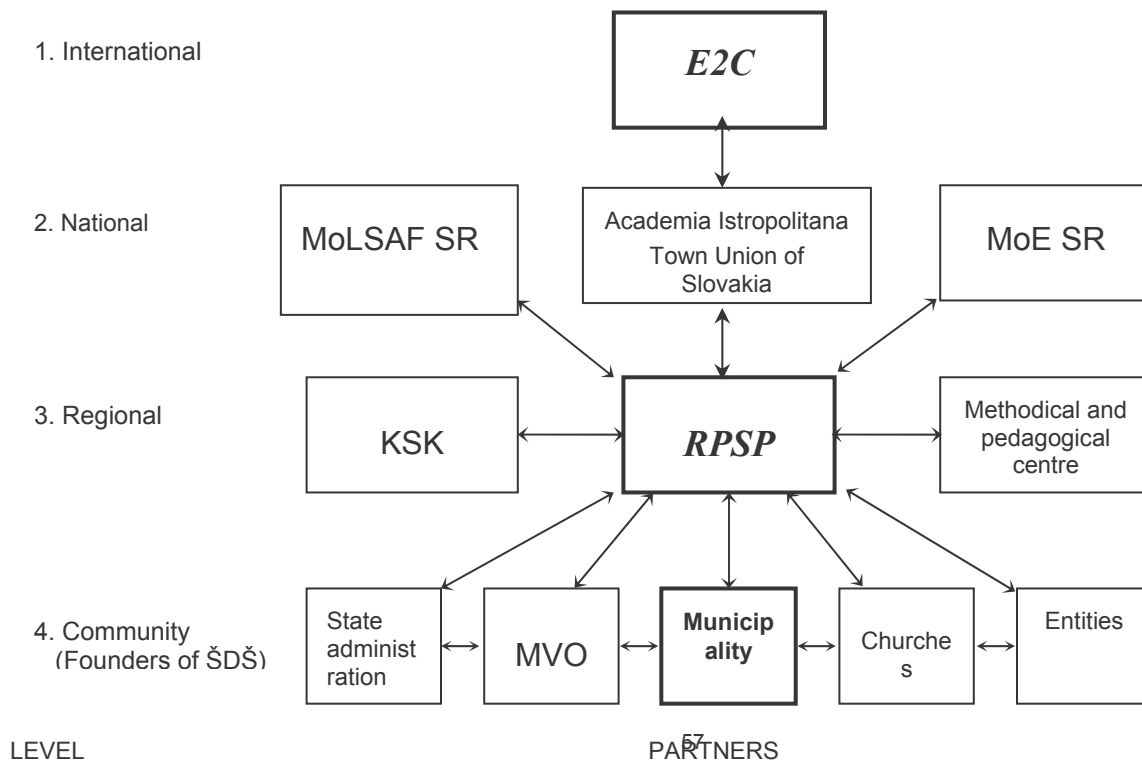


Diagram no.2 Structure of partner co-operation



APPENDIX D – Decade of the Roma inclusion 2005-2015

Notes on the table (next page):

* ÚIPŠ – Institute of school system information and prognoses

** UNPD – United Nations Development Programme

*** VÚDPaP – Research institute of child psychology and pathopsychology

**** Indicators will be specified after approval of the National Action Plan for the Decade of the Roma inclusion.

| Priority field/area | Purpose | Goal | Indicator**** | Provision monitoring | Data : Availability and needs | Related to topics ^x | Term |
|---|---|--|---|---|--|--------------------------------------|------|
| 1. Up-bringing and education (Ub and E) | To improve educational results of the Romas. | All Roma boys and girls finish PS. | Proportion of enrolled children and children who finished all years of PS Reduction of % of not prosperous pupils Improving marks Reduction of % of absent or not excused hours | UIPŠ* – statistics UNDP** data | Available Necessary measures in statistical administrative databases. | poverty | 2014 |
| 2. Ub and E | To improve training and preparedness of the Roma children | All Roma boy and girls finish preparation for PS in a preliminary facility | Increase of the number of children who have finished pre-school preparation (improvement of the Roma children preparedness level for school. | UIPŠ – statistics + UNDP data | Available Necessary measures in statistical administrative databases. | poverty | 2012 |
| 3. Ub and E | To increase percentage of the Roma pupils attending secondary schools. | 15 % of Roma pupils who will finish primary education attends grammar school 50 % of Roma pupils who will finish PS. | Increased proportion of Roma pupils enrolled and taken for study at grammar schools, secondary vocational schools and secondary technical schools. | UIPŠ – statistics UNDP data | Available Necessary measures in statistical administrative databases. | poverty gender | 2015 |
| 4. Ub and E | To reduce percentage of the Roma children attending special primary schools and special educational facilities. | - with 0 % Roma pupils incorrectly diagnosed at SPS and SEF - of 5% to reduce the number of Roma children placed at SPS and SEF. | Reduced proportion of Roma pupils in special primary schools and special educational facilities. | UIPŠ – statistics UNDP data | Available Necessary measures in statistical administrative databases. | poverty, discrimination | 2015 |
| 5. Ub and E | To increase percentage of the Roma pupils attending university education (especially increase % of pupils preparing for teaching occupation) | 20 % of pupils who will finish secondary school. | Increased proportion of Roma pupils enrolled and taken at universities. | UIPŠ – statistics | Available Necessary measures in statistical administrative databases. | poverty gender | 2015 |
| 6. Ub and E | To improve standard of material equipment at schools and school facilities. | Direction fulfillment. | Logical – fulfilled or not accomplished direction. | UIPŠ – statistics + State school inspection | Necessary to elaborate directions for individual schools and school facilities | poverty | 2014 |
| 7. Ub and E | Global implementation of multicultural up-bringing/education. | To provide pupils, students with multicultural bringing/education pedagogical workers and teachers assistants with expert preparation for multicultural up-bringing/education | Modified curricula, standards. Level of achieved competencies. | State school inspection | To elaborate standards | discrimination | 2010 |
| 8. Ub and E | To improve quality of preventive, up-bringing and supporting system to prevent negative conduct of the Roma pupils. | To reduce negative conduct and to increase participation at positive free time activities. | Increased proportion of Roma pupils at positive free time activities. Reduced number of criminal mark incidence with Roma children and young people Reduced incidence of drug addiction marks | UIPŠ – statistics + UNDP data + VUDPaP*** (to elaborate system of indicators conduct disorders) | Available Necessary measures in statistical administrative databases | poverty | 2010 |
| 9. Ub and E | To strengthen self-identity of the Romas in the process of the Roma transformation perceived as social group to national minority. | Inclusion of Roma ethnic language through teaching and Roma history, culture in a school curriculum | Curricula, teaching plans and texts for PS, SS and universities. Number of citizens of the SR registering Roma nationality. | Accreditation at MoE SR Statistical Office SR | Available | discrimination | 2011 |
| 10. Ub and E | To establish study subject Roma language and literature at universities. | Preparation of 200 teachers of Roma language and literature. | Number of teachers who enrolled at study, have finished it, entered pedagogical practice Number of pupils who chose Roma language at school. | UIPŠ – statistics + UNDP data | Available | discrimination | 2011 |
| 11. Ub and E | To support life-long education of the Romas with incomplete education from the aspect of making themselves useful at the labour market (including career consulting). | To reduce proportion of the Romas with incomplete education of 50%, To create system of offer (legislative and educational conditions) for education stage completion. | Proportion of the number of the Romas with incomplete education and those who have started education 60 | UIPŠ – statistics + UNDP data | Available Necessary measures in statistical administrative databases. | poverty, discrimination gender | 2014 |

Annex 5

Act No. 16/2004 Coll. on Slovak Television

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Act No. 16/2004 Coll. on Slovak Television,

§ 3 Mission of Slovak Television

(1) Slovak Television is a broadcaster whose mission is to provide public services in the area of television broadcasting.

(2) Under this act, public services in the area of television broadcasting mean the provision of a programming service universal with respect to its geographical reach, diverse in programming, prepared on the basis of the principle of editorial independence by qualified staff recognising their social responsibility, and a service advancing the cultural awareness of viewers, providing room for contemporary cultural and artistic activities, mediating cultural values of other nations and financed primarily from public resources.

(3) The programming service of Slovak Television consists of news, journalist, documentary, dramatic, artistic, music, sports, entertainment and educational programmes, children and youth programmes of varied genres, and other programmes, which

- a) are based on the principles of democracy and humanism and contribute to the legal awareness, ethical consciousness and environmental responsibility of the citizens of the Slovak Republic,
- b) provide impartial, verified, undistorted, topical, comprehensible and overall balanced and plural information on events in the Slovak Republic and abroad for the free formation of opinions,
- c) develop the cultural identity of the population of the Slovak Republic regardless of their sex, race, colour of skin, language, age, creed and religion, political or other beliefs, national or social origin, affiliation to a nationality or ethnic group, property, descent, or other status so that these programmes reflect the diversity of opinions and political, religious, philosophical and artistic directions,
- d) create conditions for a consensus in the society on public affairs with the aim of strengthening mutual understanding and tolerance and promoting cohesion of a diverse society.

§ 5 Operation of Slovak Television

(1) The main activity of Slovak Television is

e) the provision of regional broadcasting by means of regional television studios; regional broadcasting of each television studio must contain programming covering the whole territory of its competence in a balanced way,

f) the broadcasting of programmes that are balanced in terms of content and regional coverage in languages of national minorities and ethnic groups living in the territory of the Slovak Republic; Slovak Television will set up separate organisational units for the production and broadcasting of programmes for national minorities and ethnic groups,

i) the provision of live and recorded broadcasts from selected major social events from the political, cultural, religious, art and sports areas.

§ 3 Mission of Slovak Radio

(1) Slovak Radio is a broadcaster whose mission is to provide public services in the area of radio broadcasting.

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