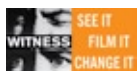


# Companion Curriculum

## **EQUAL ACCESS:** Integrated Education for the Romani Children in Bulgaria

**In Plain Sight: Volume 5**

**A WITNESS and Amnesty International Partnership**



[www.witness.org](http://www.witness.org)



[www.amnestyusa.org](http://www.amnestyusa.org)

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# How to Use This Guide

The companion guide for *Equal Access: Integrated Education for Romani Children in Bulgaria* provides activities and lessons to engage learners in a discussion of discrimination, segregation, and the effect of both on quality education both in the United States and in Bulgaria. Designed to be as comprehensive and informative as possible, this guide can be used in its entirety as an in-depth unit of study or individual activities can stand alone as learning extensions after watching the film. For more ideas regarding using film in educational settings, please use the tip sheet included in this curriculum guide. For additional resources such as international documents, fact sheets, and links to actions and reports, please visit the following websites:

Amnesty International – [www.amnestyusa.org](http://www.amnestyusa.org)

WITNESS – [www.witness.org](http://www.witness.org)

Organization DROM – [www.drom.hit.bg/indexEn.html](http://www.drom.hit.bg/indexEn.html)

Prior to showing the film, educators should prepare learners by discussing key topics addressed in the film, such as the history of the Roma people, the concept of separate but equal schools, segregation, discrimination, and integrated schools. Use the movie discussion guide to facilitate critical thinking and thoughtful discussion of the film.

The activities in this guide complement lessons about the Civil Rights movement or about the current quality of education in the United States. This guide can be adapted for use in middle school and high school classes, college classes, and community groups. For additional ideas, refer to the Further Study section of each lesson.

**Note to Community Groups** – Though some of the small group and project ideas may take more time than groups have during a meeting, groups can show the film and use the discussion guides, supplemental materials, informational resources, and action ideas to educate people about children’s rights and the right to an education.

In addition to the companion guide for *Equal Access*, this guide also includes an HR 201 lesson which focuses on the relevant international human rights document for the topic addressed in this film - the Convention against Discrimination in Education.

If you have questions or would like additional support, please contact the Human Rights Education Program of Amnesty International ([education@aiusa.org](mailto:education@aiusa.org)) or visit our website ([www.amnestyusa.org/education](http://www.amnestyusa.org/education)).

**NOTE** – Please take time to fill out the feedback form found at the end of this guide or on our website. Thank you!

# HR 201:

## Convention Against Discrimination in Education

### Historical Overview:

The **Universal Declaration of Human Rights** (UDHR), which was adopted in 1948, stipulates the right to education, not only in Article 26, but also in its preamble:

“The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive **by teaching and education** to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.”

Unfortunately, this document was not legally binding for the state parties. The **Convention against Discrimination in Education** (CDE), adopted by UNESCO on December 14, 1960, reflects the same sentiments expressed in the UDHR, but is the first major international instrument which has binding force in international law. Among other provisions, it prohibits all discrimination based on race, color, sex, language, religion, political or other opinion, national or social origins, economic condition, or birth. The CDE serves as a cornerstone for UNESCO’s “Education for All” movement, and has been ratified by 91 states so far.

### Lesson Overview:

This lesson will provide students with an overview of CDE and the specific rights developed to ensure equal access to quality education.

### Objectives:

- Students will demonstrate an understanding of the rights outlined in the CDE
- Students will connect various human rights topics with education, focusing on how education positively impacts these issues

### Materials:

- Handout 1.1: Abbreviated CDE
- Handout 1.2: The Impact of Education

### Procedure:

1. Begin by briefly discussing the idea of discrimination.  
What does this word mean to the students?  
Do they see discrimination in their school/community?  
What does it look like?

2. Distribute Handout 1.1, the abbreviated version of the Convention against Discrimination in Education. Give students some of the background information on this document, and allow them some time to look over the article. After several minutes, engage students in a discussion about the handout. The following questions may be used as a guide:
3. Are there any statements that they find particularly compelling? Why?
4. Are there any statements that they disagree with? Why?
5. This part of the exercise will explore the implications of education for all – for the individual, the local community, and the international community. Divide students into small groups and distribute Handout 2.2. Educators may choose to assign each group a category found on the handout, or let students choose their own topic.
6. After allowing 10-15 minutes for students to complete their lists, reconvene as a class and discuss their answers.

## **HANDOUT 1.1:**

### **Convention against Discrimination in Education (CDE), Abbreviated**

#### **Article 1**

Discrimination includes any distinction based on race, color, sex, language, religion, political or other opinion, national or social origin, economic condition or birth. Discrimination in education includes depriving a person of access to any level of education, claiming a person is of an inferior standard.

#### **Article 2**

The following are not considered discrimination when permitted in a State: (1) separate educational systems for men and women; (2) separate educational systems based on religious beliefs; and (3) private institutions. These institutions may only exist if there is equal access and equal standards of learning.

#### **Article 3**

States are to ensure in legislation that pupils are not treated differently, except for scholarships on the basis of merit or need. This includes native students as well as foreign residents.

#### **Article 4**

States must develop and apply a national policy to ensure equal opportunity for education. They should make primary education free and mandatory, secondary education generally available and accessible, and higher education equally accessible on the basis of merit.

#### **Article 5**

Education is for the full development of the human personality and the respect for human rights and fundamental freedoms. It should promote understanding, tolerance and friendship among all nations, racial or religious groups. Because of this, it is essential that States recognize the right of minorities to create their own schools in their own languages provided that there are similar standards to the systems run by the State.

#### **Article 6-7**

After this document has been adopted, States are to listen to the recommendations of the United Nations Educational, Scientific and Cultural Organization. They will also submit periodic reports to this organization to determine if appropriate legislative and administrative actions have been taken.

#### **Article 9**

Reservations to this Convention are not allowed.

#### **Article 15**

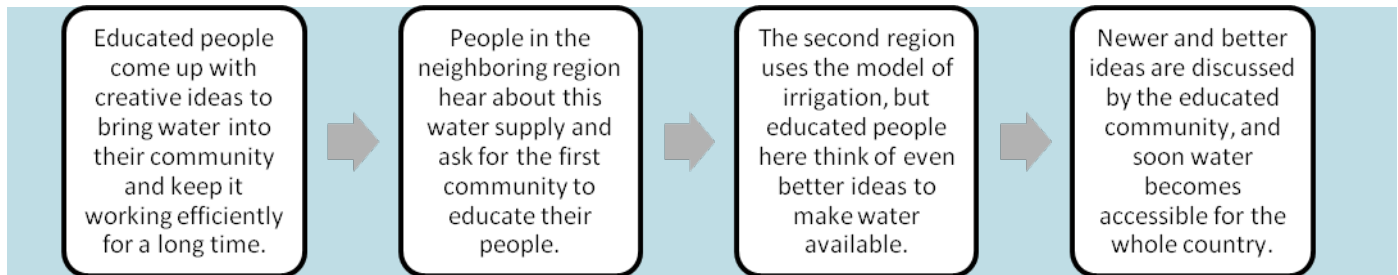
States that ratify this Convention recognize that its provisions apply to its metropolitan territory, but also to all other territories of which they are responsible, including colonies, trusts, etc.

## HANDOUT 1.2: The Impact of Education

### Directions:

Select one of the following topics below. Brainstorm a list or flow chart that shows how education can positively impact that human rights issue. For example,

### Topic: Lack of adequate water resources



### Human Rights Topics:

Poverty

Armed conflict

Agricultural Development

HIV/AIDS

Unemployment

Child soldiers

Gender inequalities

Human trafficking

Racial/ethnic discrimination

Lack of clean water

Lack of minority representation

Economic development

Equality before the law

Torture

**\*\*You may also think of your own topic and brainstorm a list to share with the class.\*\***

# Lesson One: Identity and Discrimination

## Overview:

According to Article 2 of the Universal Declaration of Human Rights (UDHR), everyone has the right to freedom from discrimination, and Article 26 states that everyone has the right to an education. The Roma, however, have been discriminated against for centuries and have suffered from the effects of an unequal educational system in Bulgaria. The following activities will provide an overview of the sociopolitical history of the Roma and the discrimination they have experienced. The first two activities examine the root causes of discrimination through an exploration of personal and collective identity, and the final activity engages students in a critical discussion of the film *Equal Access*. Students are encouraged to make connections between the educational systems in Bulgaria and the United States. Choose the activities that best fit your students' needs and your schedule.

## Objectives:

### Students will:

1. Critically analyze personal and collective identity
2. Understand root causes of discrimination
3. Explore the history of the Roma
4. Locate Bulgaria on a world map
5. Critically view and discuss *Equal Access*

## Preparation:

DVD Player

Copy of *Equal Access*

Handout 1.1: Exploring Personal Identity with Bio Poems

Handout 1.2: Collective Identity

Handout 1.3: Discrimination and Human Rights

Handout 1.4: Movie Discussion Guide

Appendix One: Historical and Political Timeline of the Roma

Appendix Two: Roma Education in Bulgaria

Appendix Four: Historical and Political Timeline of Bulgaria



**Procedure:****Opening Activity: Personal Accounts of Discrimination (25 minutes)**

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1. Ask students to define “discrimination” and write student definitions on the board.
2. Instruct students to list examples of discrimination and write these examples on the board.
3. Give students three minutes to individually brainstorm about times they have witnessed or experienced discrimination.
4. Students will choose one experience to describe in more detail. Instruct them to jot down brief answers to the following questions: What happened? What caused the event? What was the result of the event? How did the event make the student feel? What does the student think the other people involved were feeling?
5. Form the students into a circle and invite student volunteers to share their responses. What similarities do students notice? What do these shared events reveal about discrimination? The next activity will explore the root causes of discrimination.

**Activity One: The Identity Project (60 minutes)**

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**Overview:**

The Roma live in segregated neighborhoods and attend poor quality segregated schools as part of systemic discrimination in Bulgaria. Segregation amplifies the effects of discrimination by limiting interaction between groups, thereby allowing stereotypes to go unchallenged by direct experience. Examining their own personal and collective identities will enable students to identify the factors that have shaped their worldviews and analyze the root causes of discrimination. This exercise will help students begin the process of dismantling stereotypes, thereby providing the opportunity for a more tolerant and integrated community.

1. The following exercise asks students to examine their personal identities by writing a bio poem. Distribute Handout 1.1, review the directions with the students, and read the sample poem as a class. Instruct students to brainstorm before beginning the writing process.  
*(\*Note – Students can also choose to write the “Where I’m From” poem. See links to the format in the Resources section).*
2. When all students are finished writing, invite volunteers to share their poems in small groups. What are the similarities? What are the differences? What did students learn about one another that was surprising? What did the shared poems reveal about personal identity?  
*(\*Note – Teachers should also share their poems in order to model the process).*
3. *(\*Note – The following exercise has been adapted from lesson 3 of Amnesty International's Stolen Voices Companion Curriculum.)* In addition to personal identities, we also have collective identities shaped by our ethnicity, religious affiliation, geography, gender, political beliefs, and experiences. Distribute Handout 1.2 and review the directions with students. Brainstorm two examples as a class.

4. When students have completed their Webb diagrams, divide students into small groups. Assign each group one critical thinking question (3-7). All groups will answer critical thinking questions (1, 2, & 8). Instruct students to discuss the commonalities and differences in their Webb diagrams before answering the assigned questions.
5. Discuss student responses as a class. Ask students to share what they learned from this activity. The next activities will explore the collective identity of the Roma in Bulgaria and the discrimination they have faced because of their ethnicity and beliefs.

## **Activity Two: Who Are the Roma? (50 minutes)**

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### **Overview:**

According to Article 2 of the Universal Declaration of Human Rights (UDHR), everyone has the right to freedom from discrimination. The Roma, however, have been discriminated against for centuries. The following exercises will explore the sociopolitical history of the Roma, and the discrimination they have suffered.

1. The Roma are known in many areas as Gypsies. Ask students to list images or ideas they have about Gypsies on the board. Where did these ideas come from? (*\*Note – Many images of Gypsies and other minority groups come from myths, fairy tales, and media. If you have additional time, explore the ways Gypsies are portrayed in popular fairy tales and news media. See Further Study section for details.*)
2. Many of the world's 12 million Roma live in central and southeastern Europe, and comprise Europe's largest, poorest, and most discriminated against ethnic minority. Play Roma music (links included in Resources section) and use Appendix One and Four to introduce the Roma. As you review the history of the Roma, trace their path from India to Europe on a world map.
3. As a further introduction, watch the film "Roma Voices" (Running Time – 7:10) which can be downloaded and viewed at the World Bank website: (<http://web.worldbank.org/roma>). Use the following questions to guide class discussion about the film:
  - What is the purpose of this video? To what audience is the film directed?
  - What did you find most powerful or surprising about this film?
  - At the beginning of the film, the narrator asks a young woman how she thinks the Roma could be helped. What does she recommend? How do others in the film recommend overcoming discrimination?
  - List two examples of discrimination that were either spoken about or shown in the film.
  - Why do the Bulgarian Roma feel education is important in the struggle to overcome discrimination?
4. Divide students into small groups and distribute Handout 1.3 to each group. Review directions and the example with the students. (*\*Note: Make copies of the timeline from Appendix One for each group or post the timeline for the class.*) When all students are finished, ask a group representative to share the group's responses. Use the following questions to prompt class discussion:
  - How do you think each act of discrimination impacted the Roma?
  - How do you think discrimination has shaped the identity of the Roma people?

- How are the types of discrimination suffered by the Roma similar to discrimination faced by other minority groups?
- How might integrated education help to address or resolve discrimination?
- What else might help to resolve discriminatory practices against the Roma?
- What conclusions can we draw about discrimination from this exercise?

### **Activity Three: Film Viewing and Discussion (30 minutes)**

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1. Find Bulgaria on a world map. Beginning with communist rule in the 1940s, Bulgaria instituted a system of segregated schools for Romani children. Use Appendix Two to introduce the topic of segregated schools in Bulgaria. (*\*Note – Lesson 2 will discuss the segregated school system in more detail*).
2. View the film *Equal Access*. Use the Movie Discussion Guide to lead a class discussion of the film.

### **Further Study:**

1. Supplement these activities with more lessons about discrimination, or teach these activities as part of a Civil Rights unit. The following resources contain other excellent lessons about discrimination:

Amnesty International USA, Human Rights Education Program. "A Dream Deferred Lesson Plan." *The Fourth R* 17.1 (2007): 16-17. <http://www.amnestyusa.org/education>

Christensen, Linda. Reading, Writing, and Rising Up: Teaching About Social Justice and the Power of the Written Word. Milwaukee: Rethinking Schools, 2000.

PBS. "The Heart of the Matter." <http://www.pbs.org/wnet/cryfromthegrave/lessons/lesson2.html>

Teaching Tolerance – [www.tolerance.org](http://www.tolerance.org)

United Nations Cyber Schoolbus. "Lessons on Discrimination Based on Ethnicity." <http://www.un.org/cyberschoolbus/discrim/ethnicity1.asp>

### **Resources:**

#### **Additional Bio Poem Samples:**

[http://www.studyguide.org/bio\\_poem.htm#Sample%20Bio%20Poem](http://www.studyguide.org/bio_poem.htm#Sample%20Bio%20Poem)

#### **Additional Lesson Plans:**

Amnesty International USA, Human Rights Education Program. Stolen Voices Companion Curriculum. New York: Amnesty International, 2007.

"Where I'm From" Format:

<http://www.swva.net/fred1st/wif.htm>

## Organizations

European Monitoring Centre on Racism and Xenophobia (EUMC) – <http://www.eumc.eu.int>

European Roma Rights Centre (ERRC) – <http://www.errc.org>

European Union - [http://europa.eu/abc/index\\_en.htm](http://europa.eu/abc/index_en.htm)

Open Society Institute – Sofia – <http://www.soros.org/initiatives/roma>

Organization DROM - <http://www.drom.hit.bg>

Roma Education Fund – <http://www.romaeducationfund.org>

## Further Reading

European Roma and Travellers Forum – <http://www.ertf.org>

European Roma Information Office (ERIO) - <http://www.erionet.org/>

Patrin Web Journal - <http://www.geocities.com/~Patrin>

Randall, Kay. "What's In a Name?" University of Texas at Austin. 23 June – 30 June 2003.  
<http://www.utexas.edu/features/archive/2003/romani.html>

Roma Migration Information

<http://www.migrationinformation.org/Feature/display.cfm?id=308>

Roma Music (Downloadable MP3s) - <http://aris.ss.uci.edu/rgarfias/roma/>

The Decade of Roma Inclusion - <http://www.romadecade.org>

## Handout 1.1: Exploring Personal Identity With Bio Poems

### Directions:

Read the sample bio poem below and then write your own according to the format given. The format is a guideline of the minimum requirement, but you can easily expand and adapt the poem to better reflect your personality. Take time to think about your personal identity and what you want to express about yourself to others.

### Bio Poem Format

**Line One:** Your First Name

**Line Two:** Four words that describe you

**Line Three:** Brother, Sister, Daughter, Son of . . .

**Line Four:** Lover of (three people, places, or ideas)

**Line Five:** Who Feels (three ideas)

**Line Six:** Who Needs (three things)

**Line Seven:** Who Gives (three ideas or things)

**Line Eight:** Who Fears (three things)

**Line Nine:** Who Would Like To See . . .

**Line Ten:** Resident Of . . .

**Line Eleven:** Your Last Name

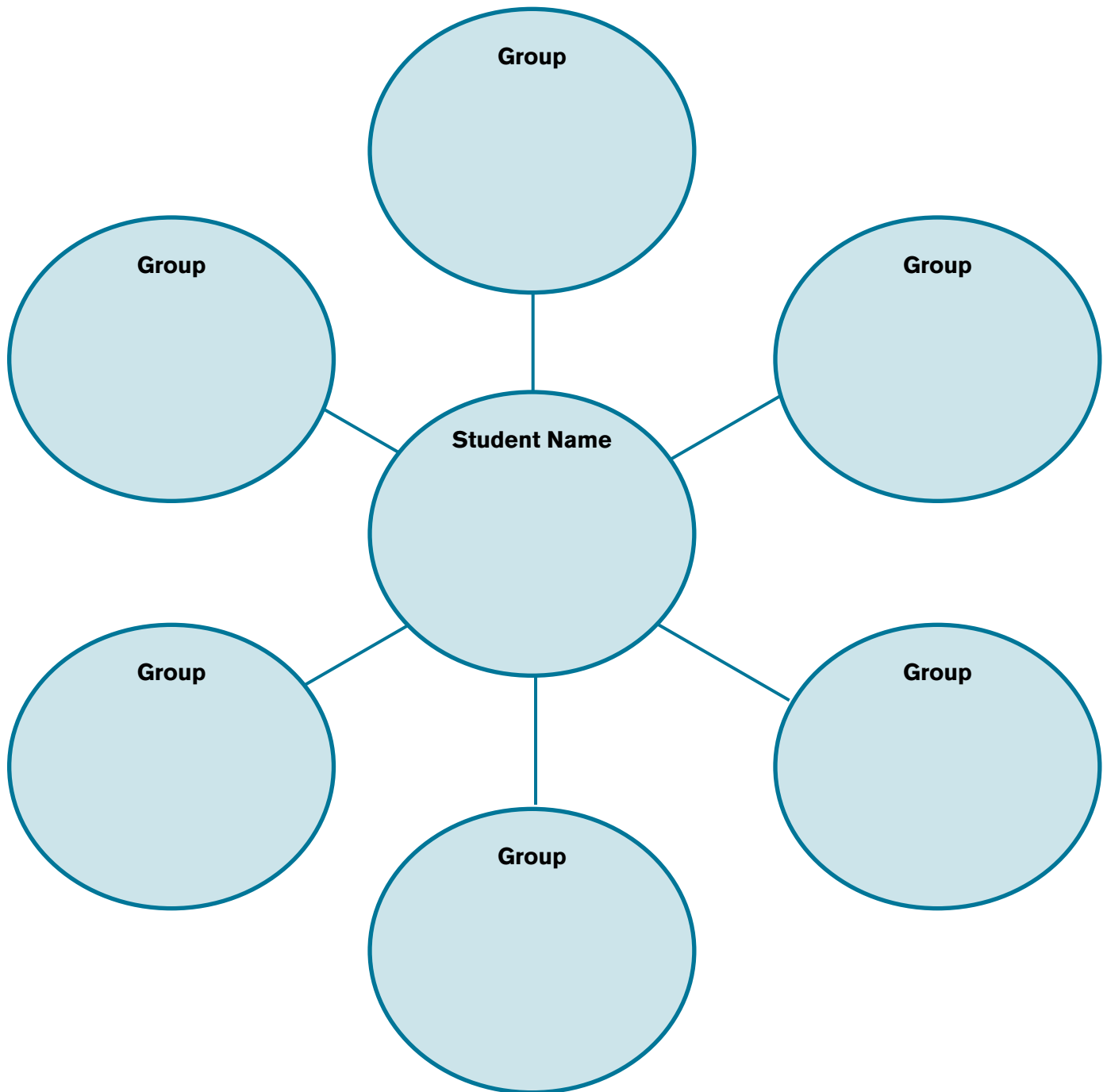
### Sample Poem

*Rebecca*  
*Compassionate, Hopeful, Determined, Alive with Purpose*  
*Daughter of Sandy and Alan, Sister of Tony, Wife of Ted*  
*Lover of skies and stars and expanses of land that have*  
*No Maps*  
*No Rulers*  
*No Wars*  
*No He-Saids, She-Saids*  
*No Owners and No one who is owned*  
*Who Feels the beauty of a desert sunset, the vitality of a connected community, the depth of possibility*  
*the world offers*  
*Who needs to be connected, to help others, to love and to be loved in return*  
*Who gives her time, her home, and her heart*  
*Who Fears nothing and everything, but above all,*  
*Loneliness*  
*Who would Like to see the hopes of the world turned into positive action, the cessation of mountain*  
*topping in Appalachia, and good news on Television*  
*Resident of the Earth*  
*Catron*

## Handout 1.2: Collective Identity

### Directions:

Write your name in the center of the Webb diagram. In the outer circles, write the groups to which you belong or which shape your collective identity (gender, political group, school clique, sports team, religious group, city in which you live, nation in which you were born, ethnicity, cultural group, etc.) and list two beliefs the group shares or stereotypes others have about that group. Draw more circles if needed.





## Handout 1.3: Discrimination and Human Rights

### Directions:

Using Appendix One: Roma History and Timeline, find examples of discrimination in Roma history. In the left hand column, write examples of discrimination that the Roma experienced. In the right hand column, use the Universal Declaration of Human Rights (UDHR) to find the human rights that the discriminatory act violated.

<b>Discrimination Experienced</b> <b>Example:</b> Roma used as slaves	<b>Human Right Violated</b> <b>Example:</b> Right to Freedom from Discrimination and Freedom from Slavery



## Handout 1.4: Movie Discussion Guide

1. Describe your reaction to the film. Which scenes surprised you? What additional questions do you have?
2. What did Boris think about the Roma before he met Yordan? What did Yordan think about ethnic Bulgarians before he met Boris?
3. Do you think Boris and Yordan would have met one another if they did not go to school together? Why or why not?
4. How does Boris and Yordan's friendship benefit them?
5. Compare and contrast Boris's and Yordan's families.
6. Compare and contrast the Mahala (Roma neighborhood) with Vidin (city).
7. Do you think the social and economic differences between the families and neighborhoods affect how students perform in school? Explain your answer.
8. Ventsislav Stanev, the principal at one of the integrated schools in Vidin, said that Roma children used to hide their identities at school. Why would they attempt to hide their identities? Do they still attempt to hide their identities?
9. How do segregated schools for Roma reinforce the effects of social and economic discrimination?
10. How can integrated schools help Roma overcome discriminatory conditions?
11. Do you think that integrated schools for Roma will lead to integrated neighborhoods? Why or why not?
12. DROM realizes that Roma students enter integrated schools with many disadvantages. What are some of the disadvantages that Roma students must overcome in order to succeed in school?
13. What steps has DROM taken to ensure Roma children have an equal opportunity to succeed in school?
14. Why do you think Roma children who attend integrated schools receive higher grades and attend school more regularly than those who attend segregated schools?
15. How does integration benefit both groups of students?
16. Though the Bulgarian government has committed to integrating schools on paper, it has left the process of integrating schools to NGOs such as DROM. As a result, 70% of Roma still attend segregated schools. Why do you think the government has not enforced integration?
17. Do you think the Republic of Bulgaria should force schools to become integrated? Why or why not?
18. What do you think would happen if ethnic Bulgarians were bused to Roma schools?
19. Professor Georgi Lozanov noted that, "If you alone don't carry the principles of multiculturalism, then you cannot enter a multicultural world such as that of the European Union." How can schools promote multiculturalism?
20. What similarities did you notice between American schools and Bulgarian schools? What differences did you notice?

# Lesson Two: Separate But Equal?

**Essential Questions:** How do segregated schools reinforce social and economic disparities between groups? How do integrated schools promote democracy?

## Overview:

In 1896, the Supreme Court ruled in *Plessy v. Ferguson* that separate facilities were permitted as long as they were “qualitatively equal.” In 1954, after more than 20 years of legal battles, the Supreme Court ruled in *Brown v. Board of Education* that segregated schools were inherently unequal because, in the words of Chief Justice Warren, “to separate [people] from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone.” Bulgaria’s educational system is also segregated, as Roma schools are under-funded, understaffed, and designed to reinforce the effects of segregation rather than to educate and uplift the Roma population. The following activities examine the effects of a discriminatory educational system.

## Objectives:

Students will:

1. Explore the connection between discrimination and segregated schools
2. Analyze the structure and effects of segregated schools
3. Explain the connection between segregated schools and lack of social mobility
4. Discuss how equal access to education would promote democracy and human rights

## Preparation:

- Reference 2.1: School Comparisons Example
- Handout 2.2: School Comparisons

## Procedure:

### Opening Activity: Simulating Segregated Education (25 minutes)

1. Divide students into two groups based on the criterion of your choosing (Long sleeve shirts vs. short sleeve shirts, jeans vs. no jeans, boys vs. girls, etc.) To simulate the effects of segregated schools, Group 1 should be given everything they need to complete the activity, and will have access to your undivided attention for the duration of the activity. Group 2 will have to complete the activity without all necessary tools and resources and may not ask for help completing the task.
2. Choose a logic problem, a review worksheet for an upcoming lesson, a math problem, or another activity you think will be difficult for students to complete on their own. Read and review directions and examples with Group 1, but not with Group 2. Give students in both groups the same amount of time to complete the activity. Allow students in Group 1 to consult books, the internet (if available), and you for help. Students in Group 2 may not consult outside sources.

3. At the end of the activity, call “time.” Students in Group 1 will grade Group 2’s work and vice versa. Each group will report the other’s scores. Ask students what the scores reveal about the people in each group. What factors influenced each group’s scores? Are the scores a fair representation of the intelligence of each group? Why or why not? How did students feel about this activity?
4. Explain that the activity is meant to simulate inequalities faced by students attending segregated or under-funded schools. Students in under-funded schools often face overcrowded classrooms, dilapidated buildings, old or outdated textbooks, lack of access to materials, resources, and course variety, while students in well funded school districts have access to computers, well stocked libraries, modern materials, low student to teacher ratios and a plethora of advanced and elective courses. Yet both groups of students are held to the same academic and testing requirements despite the disparity in materials and resources. Both groups of students attend public school, but do they have equal access to quality education? The following activities will explore the structure and effects of the discriminatory educational system in Bulgaria and the United States.

### **Activity One: Personal Accounts of Education (30 minutes)**

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1. Ask students to brainstorm a list of positive and/or negative educational experiences they feel shaped their view of school or of themselves as students. Students will choose one to write about in detail in poetry, song, or essay form.
2. After all students are finished writing, arrange the class into a circle. Student volunteers will share their writing with the class. As students share, ask them to note similarities between the stories. What factors created the positive experiences? What factors created the negative experiences? Do students feel they have received a quality education? An integrated education? Have students ever faced discrimination in school? Ask students to explain their answers.

### **Activity Two: Systematic Discrimination (45 minutes)**

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#### **Overview:**

In addition to individual acts of discrimination, groups can suffer from systematic discrimination. The following activity will explore how lack of access to equal education can reinforce social and economic discrimination.

1. 29% of high achieving students in the lowest socioeconomic class attend college while 74% of their counterparts in the highest socioeconomic class attend college. Ask students to brainstorm why students in wealthier neighborhoods are more likely to attend college. (*\*Note: If you have more time, read and discuss Jonathan Kozol’s article [“Still Separate, Still Unequal”](#) as a class.*)
2. Post or distribute Reference 2.1. Allow students time to analyze the table individually. Answer the critical thinking questions as a class.
3. Divide students into small groups. Each group will choose two schools to compare. (*\*Note – In the interest of time, you may assign students schools from different cities, neighborhoods, and regions*). Allow each group time to fill in the chart and answer the critical thinking questions.
4. When all groups have completed the exercise, a group representative will share the group’s conclusions about the two schools they compared. Discuss student conclusions and responses to critical thinking questions as a class.

### **Activity Three: Equal Access to Quality Education (30 minutes)**

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#### **Overview:**

Many people believe that education is the great leveler in society, and that people who have access to education have more social and economic opportunities than those who do not. Unfortunately, however, ethnic minorities in both Bulgaria and America continue to suffer from the effects of poverty and lack of social mobility despite their access to education. DROM and other organizations contend that this economic disparity is due to the difference in the quality of education offered to majority and minority groups, making equal access to quality education imperative to correct these social ills.

- Divide students into small groups to brainstorm answers to the questions below.  
(\*Note – In the interest of time, you may also assign each group 1-2 discussion questions. A group representative will then present the group's answer during class discussion time).
- Do schools have to be integrated in order to provide quality education?
- Would equal funding to all schools guarantee equal access to quality education?  
What if these equally funded schools remained segregated?
- What are the characteristics of a “good” school?
- What are the characteristics of a “failing” school?
- Who typically attends “good” schools? Who typically attends “failing” schools?
- What does the future look like for children who attend “good” schools?  
For those who attend “failing” schools?
- Why is equal access to quality education important for social and economic mobility?
- In the film *Equal Access*, Donka Panayotova, chairwoman of DROM, says that segregated schools are undermining democracy in Bulgaria. What does she mean? In what ways do segregated schools undermine democracy?
- How do integrated schools strengthen and promote democracy?

#### **Close:**

Rate the quality of education in your school. Does your school provide quality education? Explain your answer using details from your own educational experience.

#### **Further Study:**

1. Take a trip to other schools in your area and compare them. What would it take to make them all equal? How can we ensure that everyone gets equal access to quality education?
2. Compare and contrast the movement for equal and integrated education in Bulgaria with the movement for integrated schooling in America. Use this lesson within a unit about the struggle about the Civil Rights movement. Compare the experiences.
3. Review the history of Native American boarding schools and discuss the effects of this discriminatory practice.

**Resources:****Lesson plans for *Brown v. Board of Education***

<http://www.landmarkcases.org/brown/background3.html>

[http://www.education-world.com/a\\_lesson/lesson/lesson333.shtml](http://www.education-world.com/a_lesson/lesson/lesson333.shtml)

Teaching Tolerance: *Brown v. Board of Education* – Where Are We Now?

<http://www.tolerance.org/teach/activities/activity.jsp?ar=496>

**Articles:**

“Education for Life.” *Yes! Magazine* Winter, 1999.

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## Reference 2.1: School Comparisons

### Overview:

The following table examines two schools and neighborhoods in Memphis – one located in the city and one in a wealthier suburb. Using the table, answer the critical thinking questions below.

School	East High School	Bartlett High School
<b>Demographics</b>		
- Total Students	1,030	1,646
- African American	998 (96.9%)	330 (20%)
- Caucasian	23 (2.2%)	1,216 (73.9%)
- Other Ethnicities	9 (0.9%)	100 (6.1%)
- Economically Disadvantaged	688 (83.9%)	270 (19.9%)
<b>School Report Card</b>		
- Graduation Rate	68%	94.4%
- Dropout Rate	29.4%	2.3%
- Suspensions	240	191
- Expulsions	17	12
- Average ACT Score National Average (21)	16.7 (out of 36)	21.3 (out of 36)
<b>Average Per Pupil Expenditure National Average (\$8,044)</b>	\$7,618 (Memphis City)	\$6,347 (Shelby County)
<b>Average Teacher Salary</b>	\$50,824 (Memphis City)	\$50,690 (Shelby County)
<b>Student to Teacher Ratio</b>	22:1	19:1
<b>Average Home Value</b>	\$88,000 (Near East HS)	\$124,900 (Bartlett)
<b>Unemployment Rate</b>	4.5% (Near East HS)	4.5% (Bartlett)
<b>Other Data</b>		

### Critical Thinking Questions:

- What are the similarities between the two schools? What are the differences?
- Why do you think the graduation rate at East is significantly lower than at Bartlett?
- Are either of these schools integrated? Explain your answer. What do you think might happen if the state or local legislature forced the schools to have more diverse populations?
- Why do you think that the average ACT scores are significantly different at the two schools?
- What is the student to teacher ratio in your class? Do you think student to teacher ratio impacts the quality of education a student receives?
- Do you think that students at both schools have equal access to quality education? Explain.
- What other information would you like to have about both schools in order to more accurately compare the quality of education offered? (*Curriculum, age and type of materials used in classroom, average experience level of teachers, range of courses offered, number of counselors per student, level of parental involvement, extracurricular opportunities offered etc.*) How important do you consider these other factors to be?
- What other information would you like to have about the surrounding neighborhoods? How important are social factors, such as household income, crime levels, and employment rates, to student performance in school?

### References:

School Report Card – <http://www.tennessee.gov>

Per Pupil Expenditure, Teacher Salary & Student to Teacher Ratio - <http://www.greatschools.net>

All other Information – <http://www.hometownlocator.com>

## Handout 2.2: School Comparisons

### Directions:

Choose two schools from different neighborhoods, cities, or regions to compare. Use the reference websites listed in the example to help you fill in the comparison table. Then, using the table, answer the critical thinking questions. It may be necessary to change the ethnic categories to reflect the majority and minority populations in the schools you are analyzing.

<b>School</b>		
Demographics		
- Total Students		
- African American		
- Caucasian		
- Other Ethnicities		
- Economically Disadvantaged		
School Report Card		
- Graduation Rate		
- Dropout Rate		
- Suspensions		
- Expulsions		
- Average ACT Score National Average (21)		
Average Per Pupil Expenditure National Average (\$8,044)		
Average Teacher Salary		
Student to Teacher Ratio		
Average Home Value		
Unemployment Rate		
Other Data		

### Critical Thinking Questions:

1. What are the similarities between the two schools? What are the differences?
2. Are the graduation rates similar at both schools? If not, why do you think they are different?
3. Are either of these schools integrated? Explain your answer. What do you think might happen if the state or local legislature forced the schools to have more diverse populations?

4. Do you think average per pupil expenditure affects student performance in school? Explain your answer using the information in the table.
  
5. What is the student to teacher ratio in your class? Do you think student to teacher ratio impacts the quality of education a student receives? Explain your answer.
  
6. Do you think that students at both schools have equal access to quality education? Explain your answer.
  
7. What other information would you like to have about both schools in order to more accurately compare the quality of education offered? (*Curriculum, age and type of materials used in classroom, average experience level of teachers, range of courses offered, number of counselors per student, level of parental involvement, extracurricular opportunities offered etc.*) How important do you consider these other factors to be?
  
8. What other information would you like to have about the surrounding neighborhoods? How important are social factors, such as household income, crime levels, and employment rates, to student performance in school?

**Your Notes and Conclusions:**

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**References You Used:**

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# Lesson Three:

## Equal Access to Quality Education

**Questions:** How do integrated schools promote democracy and equal access to education?  
How do integrated schools help to honor human rights?

### Overview:

Article 2 of the Universal Declaration of Human Rights (UDHR) guarantees everyone freedom from discrimination and Article 26 states that education must be free, compulsory, and “directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.” Article 26 also guarantees parents the right to choose the kind of education their children receive. The following lesson will explore two models of education that seek to address the human rights violations caused by segregated school systems, and will offer students the opportunity to design their own school model that reflects human rights. At the end of the lesson, students are invited to take action to support human rights in their school as well as equal access to education for Roma students in Bulgaria.

### Objectives:

**Students will:**

1. Explain how segregated schools violate human rights
2. Understand how integrated schools promote democracy and human rights
3. Analyze two models of education that seek to integrate schools and promote human rights
4. Design an educational model that reflects human rights

### Preparation:

- Appendix Two: Roma Education in Bulgaria
- Appendix Three: The Vidin Model of Desegregation
- Handout 3.1: “Education by Rights.”
- Handout 3.2: “Education by Rights” Discussion Guide
- Handout 3.3: Design a Human Rights School

**Procedure:****Activity One: Assessing Two Educational Models (45 minutes)**

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1. Post Article 26 of the UDHR on the board. Ask students, “In what ways does the Bulgarian educational system violate Article 26? Use details from the film to support your answer. Do you think the American educational system honors Article 26? Explain your answer. Is it necessary that schools be integrated to honor the guidelines of Article 26? Explain your answer.
2. DROM is seeking to increase equal access to quality education for Roma children in Bulgaria. Roma children have the opportunity to attend school, but they receive a lower quality of education and have a much higher dropout rate than ethnic Bulgarians. In the film, Boris's mother notes that Roma are often completely separated from the rest of society in ethnic neighborhoods, and have little chance of improving their standard of living. Ask students to list factors that prevent the Roma from having equal access to quality education. (*Note – Students may use Appendix Two and details from the film for help answering this question*).
3. Distribute or post Appendix Three: The Vidin Model of Desegregation. The Vidin model is based on DROM's original integration program that sent 100 Romani children to mainstream schools. Review the Vidin model with students and use the following questions to generate class discussion. Students may use details from the appendices and the film to answer the questions.
  - How has segregated schooling negatively impacted the Roma?
  - In what ways do segregated schools reinforce the social and economic effects of discrimination for the Roma?
  - What benefits do Roma students receive from their involvement in DROM's integration program?
  - What benefits do ethnic Bulgarians receive from their involvement in DROM's integration program?
  - What factors make the Vidin model effective?
  - In what ways does the Vidin model honor human rights?
  - Why do you think DROM considers integration to be the most effective method for improving Roma access to quality education?
  - How do you think the integration program will impact the social and economic status of Roma?
  - How do you think the integration program will impact Roma neighborhoods?
  - Imagine that DROM had spent its time and resources improving segregated Roma schools (buildings, materials, resources, and teachers) rather than promoting integration. Do you think Roma children would have had equal access to quality education in this scenario? Why or why not? Do you think they would have experienced academic improvement and increased graduation rates in this scenario? Why or why not?
4. Distribute copies of the article “Education by Rights.” (<http://www.yesmagazine.org/article.asp?ID=1634>). Instruct students to either read the article silently or ask student volunteers to take turns reading the article.
5. Divide students into small groups and post or distribute the article “Education by Rights.” (<http://www.yesmagazine.org/article.asp?ID=1634>). Assign each group 1-2 questions to discuss. When all students are finished, a group representative will share the group's conclusions with the class.

## **Activity Two: Creating a Human Rights Model of Education (45 minutes)**

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1. As a class, answer the following question: “What is human rights education?”
2. Distribute or post Handout 3.2. Review directions with students. Students may complete this activity individually or in groups.
3. When all students are finished working, students or group representatives will share their human rights model with the class. Discuss similarities between the student models and list similarities on the board. How do these characteristics differ from the current educational model in your school? In the current Bulgarian system?
4. How can you encourage integration and human rights in your school? (Multicultural education, multicultural outings, working with parent and community groups, etc.) Write a letter to your principal or school board, or design an action plan to bring a human rights model of education to your school.

### **Further Study:**

Take action to help guarantee equal access to integrated and quality education for Roma children. Go to <http://www.witness.org> or <http://www.amnestyusa.org/education> for updated actions.

### **Resources:**

Human Rights Education Association: <http://www.hrea.org>

Independent Commission on Public Education (ICOPE): <http://www.icope.org>

“Standing Up For Social Justice: How Teachers Can Promote Understanding and Action.” *Rethinking Schools* 15.2 (2000).

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Sullivan, Liz and Cecilia Blewer. “Education by Rights.” *Yes! Magazine*. Fall 2007.

<http://www.yesmagazine.org/article.asp?ID=1634>

The Woolman Semester – An Alternative Education Model

<http://www.woolman.org/woolman-program.html>



## Handout 3.3: A Human Rights Model of Education

### Directions:

Design a school that reflects a human rights model of education and that ensures equal access to quality education for all students. A human rights model of education seeks to involve all stakeholders in a community (parents, students, administrators, community members) in providing an education that develops students' full personality and potential. Consider factors that may prevent students from achieving their full potential in the current educational system, and then design a human rights solution to those issues.

Use the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (CRC) as references. Consider the questions below as you design your model of education. Your human rights model may look very different from the current educational model – feel free to be creative!

### Guiding Questions:

- Where will your school be located? How will students get to school?
- What will your student population be?
- What is your school's goal?
- What classes will your school offer? What teaching methods will you advocate?
- How many students will be allowed per class?
- How will you assess student achievement?
- Education does not occur in a vacuum, and student's lives outside of school often affect student performance in school. Will your school address the social conditions of its students? If so, how? Consider the following scenarios:
  - If a student has a toothache that the family cannot afford to fix because they do not have health insurance, will he learn at his full potential?
  - If a student is facing an abusive situation at home, will she learn at her full potential?
  - If a student's parents are illiterate, will he learn at his full potential?
  - If a student cannot speak English proficiently, will she learn at her full potential?
  - If a student does not see his experiences reflected in the curriculum, will he learn at his full potential?
  - If a student does not have enough to eat, will she learn at her full potential?
- What will your school look like?

#### **Consider the following quote from the principal of Du Sable High School in Chicago:**

"There's so little beauty in my students' lives. I want these kids to come to school and find a little space of something pastoral and lovely. . . . That's the kind of thing the back-to-basics folks do not find to their liking. Making flowers grow, I'm told, is not 'essential' and will not improve their chances of employment. 'Get these kids to pass their tests! Forget about the flowers! We need jobs, of course we do; but we need flowers'" (71).

From: Kozol, Jonathan.

Savage Inequalities: Children in America's Schools. Harper Perennial: New York, 1991.

- How will you involve parents, community members and students in the educational process?

## Appendix One: History and Timeline of the Roma

### Overview:

The Roma people, often referred to as Gypsies or Romani, are Europe's largest, poorest, and most discriminated against ethnic minority. Originally from northern India, the world's 12 million Roma are now dispersed throughout the world, though the majority resides in central and southeastern Europe. Shunned almost everywhere they have ever traveled, the Roma were traditionally known for their nomadic lifestyle and their musical talents.

Stereotypes against Roma hinge on lack of understanding of their culture and lifestyle. In the past, many Europeans believed that Roma:

- were in league with the devil (because of their supposed propensity for fortune telling)
- that they were not fully human (because of their dark skin)
- that they were carriers of disease, especially the Bubonic Plague (because of their traveling lifestyle and supposed lack of hygiene)
- that they were spies (again because they traveled across borders and were accountable to no particular king or country)
- that the men were lustful and the women promiscuous (because of their colorful clothing and dancing)
- that they were a danger to society (because of their traveling lifestyle, many believed that they were only in town to steal from the local population)
- that they were liars, thieves, and baby stealers (in fact, the Roma often had their children stolen from them by others)

Roma suffered severe discrimination in every country through which they traveled. Roma were forced into slavery, forbidden entrance into nearly every European country, were forcibly evicted from places in which they tried to settle under penalty of branding or death, had their children taken from them by authorities, and were prohibited from using their language or dressing in their traditional manner. Other restrictive rules required Roma to abandon their nomadic lifestyle and to renounce other important elements of their culture in order to better assimilate with the population of the host country.

In the 20<sup>th</sup> century, the Roma faced even greater persecution when they were targeted for annihilation by the Nazi regime. Over 1.5 million Roma were killed in concentration camps in Germany and other Nazi controlled regions during the Holocaust. In many countries, including Bulgaria, the Roma are still the poorest minority group and suffer from discriminatory policies such as segregated schools. The plight of the Roma is gaining international attention, however, as Roma leaders continue to fight for equal rights and freedom from discrimination. No longer the silent minority, the Roma are beginning to gain recognition and respect, as is evidenced by the Decade of Roma Inclusion (2005-2015) adopted by eight central and southeastern European countries. Designed to address discriminatory practices and raise the living standards of Europe's Roma population, this commitment is a long overdue and a positive step towards equal rights for Roma.

## Historical and Political Timeline of the Roma

**400-443** - Persian Shah Bahram Gur persuades the Indian King Shangul to send him 10,000 musicians to be distributed to various parts of the Persian kingdom. These nomadic Indian musicians, also famed for their skill with horses, are thought to be the origins of the modern Roma, or Romani, people.

**1000** – Roma reach the Byzantine Empire (modern day Greece and Turkey), most likely as slaves to invading groups.

**1300** – Beginning of Roma enslavement in southeastern Europe. At this time, most Roma are nomadic, and are known for their musical skills and fortune telling abilities.

**1378** – First recorded Roma presence in Bulgaria

**1445** – Prince Vlad Dracul of Wallachia transports 12,000 Roma from Bulgaria for slave labor.

**1471** – First anti-gypsy laws passed in Switzerland. Stephen the Great transports 17,000 Roma into Moldavia for slave labor.

**1492** – Anti-gypsy laws passed in Spain.

**1496-1498** – Freisburg parliament (part of modern day Germany) declares Roma traitors to Christian countries, spies in the pay of the Turks, and carriers of the Plague.

**1504** – Louis XII forbids Roma from living in France, upon pain of hanging.

**1526** – Anti-gypsy laws passed in Holland and Portugal.

**1530** – Henry VIII passes law expelling Roma from England. According to the law, any gypsies found in England will be hanged.

**1538** – Deportation of Roma in Portugal to Portuguese colonies begins.

**1560** – Archbishop of Swedish Lutheran Church forbids priests to baptize Roma children or to bury Roma dead.

**1563** – Catholic Council of Trent declares Roma cannot be priests.

**1596** – 106 Roma condemned to death in York, England, for being gypsies.

**1714** – British merchants apply to ship gypsies to the Caribbean to be used as slave labor.

**1733** – Empress Anna Ioannovna of Russia decrees Roma are forbidden to travel and must settle down as serfs of the land.

**1749** – Year of the Gypsy Roundup in Spain. Men are forced to do public works, while women and young boys are sent to work in factories. Motherless girls are sent to be servants in the homes of “honest people.”

**1773** - Maria Theresa, Empress of Hungary, orders all Romani children over five to be taken from their parents. They are transported to distant villages and assigned to peasants to bring them up. Most of the children run away to rejoin their families, who take refuge in the mountains or disappear in the plains.

**1783** - Spanish legislation reiterates previous orders forbidding Roma dress, language, and nomadic lifestyle. Settlement is compulsory within ninety days. Punishment for failure to observe restrictions is branding. Repeat offenders are sentenced to “death with no appeal.”

**Early 1800s** - “Gypsy hunts” become a common and popular sport in Germany.

- 1834** - The governor of Wallachia, Alexander Ghica, frees all state slaves.
- 1842.** The *hospodar* of Moldavia, Mihail Sturdza, emancipates all state slaves; however, in Wallachia and Moldavia *private* ownership of Romani slaves is still legally permitted.
- 1844.** The Moldavian Church liberates its Romani slaves.
- 1847.** The Wallachian Church liberates its Romani slaves.
- 1848.** Emancipation of serfs (including Roma) in Transylvania.
- 1856** – Slavery abolished in Romania
- 1879** – Nomadism is banned in Serbia. This law is similar to many laws passed to force the gypsies to settle into one area and to assimilate into the local culture.
- 1885** – Gypsies excluded under United States immigration policy and are sent back to Europe.
- 1899** –The Central Office for Fighting the Gypsy Nuisance is founded in Munich and remains in operation until 1970. An attempt to register all gypsies over the age of six begins, and photographs, fingerprints, and genealogical records are kept for later use.
- 1909** – Hungary recommends branding traveling gypsies for easy identification.
- 1912** – France requires Roma to carry ID card with photograph and fingerprints.
- 1926** - The Swiss *Pro Juventute* Foundation is founded to take children away from Roma without their consent, to change their names, and to put them into foster homes. This program continues until 1973, and is not brought to light until the 1980s. Switzerland has apologized to the Roma, but adamantly refuses to allow them access to the records which will help them locate the children taken from them.
- 1933** – Germany passes laws requiring forced sterilization of Gypsies and blacks, and also orders Gypsies to be taken to concentration camps.
- 1934** – Sweden passes law permitting forced sterilization of Roma or anyone else perceived as leading a “socially undesirable life.”
- 1936** – Roma are cleared from public view in Berlin in preparation for the Olympic Games.
- 1938** – More German Roma are sent to concentration camps because they are considered “genetically predisposed to criminal behavior” and also because they are viewed as racially inferior to the German population. Stalin bans Romani language and culture in the USSR.
- 1940** – France and Austria open internment camps for gypsies. 250 Romani children are used as guinea pigs to test Zyklon-B gas crystals at a concentration camp in Germany. Serbia and Croatia also open internment camps for gypsies, while the SS carries out mass executions of Roma in the Ukraine.
- 1944** - 4,000 Roma are gassed and cremated in a single action at Auschwitz-Birkenau. It is estimated that 1.5 million Roma were killed under the Nazi regime.
- 1945** - In Bulgaria, the Romani Organization for the Fight against Fascism and Racism is established.
- 1958** – Bulgaria bans nomadism. Local councils attempt to channel Roma into factories and cooperative farms, a campaign that will last for 30 years.
- 1969** – Separate schools established for Roma in Bulgaria.
- 1971** - The First World Romani Congress is held in London with delegates from fourteen countries.



**1972** - The *International Romani Union* becomes a member of The Council of Europe.

**1976** - The Czechoslovakian newspaper *Vychodoslovenske Noviny* publishes the official text of government plans for compulsory sterilization of Roma as an act of “socialistic humanity.”

**1978** - Bulgarian Roma required to “Bulgarianize” their names, and are forbidden to speak Romanes, to play music, to wear “folkloric” clothes, to practice their traditional professions, or to intermingle with ethnic Bulgarians.

**1979** - The *International Romani Union* is given consultative status at the United Nations Social and Economic Commission (UNESCO).

The United States Holocaust Memorial Museum is founded by President Carter. There is no Romani representation on the 65-member Holocaust Memorial Council.

**1986** - The *International Romani Union* becomes a member of the United Nations Children’s Fund (UNICEF).

**1992** - The United Nations Commission on Human Rights passes a resolution on the protection of Roma.

**1996** - The European Roma Rights Centre is founded in Budapest, Hungary.

**1997** - DROM, a non-profit organization dedicated to integrating Roma children into ethnic Bulgarian schools, is founded.

**1999** - Bulgarian government signs the Framework Programme For Equal Participation of Roma within Bulgarian Society, allowing Roma children to have access to mainstream schools.

**2000** - First desegregation initiative for Roma in eastern Europe begins.

**2005 – 2015** - Decade of Roma Inclusion: Participating countries, including Bulgaria, develop action plans to address four key areas: education, healthcare, employment, and housing.

**2007** - Bulgaria joins the European Union, and as a condition of entry, agrees to address discriminatory treatment of Roma.

## References:

Fonseca, Isabel. *Bury Me Standing: The Gypsies and Their Journey*. Knopf: New York, 1995.

Patrin Web Journal. “Timeline of Romani History.” <http://www.geocities.com/~Patrin/timeline.htm>

The World Bank. “Roma in an Expanding Europe.”  
<http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/ECAEXT/EXTROMA/0,,menuPK:615993~pagePK:64168427~piPK:64168435~d.y~theSitePK:615987,00.html>

## Appendix Two – Roma Education in Bulgaria

### History of segregated education in Bulgaria

- Romani children were educated in mainstream schools until the **1940s**. Due to the urbanization that occurred under the communist regime (1947-1991), the Romani were largely segregated into ghettos, and the process of separate schooling began. As a result, the grandparents of Roma children currently enrolled in school are often more literate than the parents of the students, signifying the decline in education for Roma.
- Because many Bulgarians believe Roma children to be less intelligent, segregated schools in Roma neighborhoods are intended to teach basic literacy and vocational studies only. Mainstream schools prepare students for higher education.
- 31 schools in Roma neighborhoods emphasizing vocational training required students to produce a product for sale in addition to learning basic literacy.
- The Bulgarian government also opened boarding schools in an attempt to remove Roma children from their “backward way of life.” Roma children continue to be overrepresented in boarding schools and “special” schools for the mentally handicapped, in which students are isolated from family, peers, and society in general year-round.
- Physical conditions and materials in Roma schools are substandard.

### Current Challenges Concerning Roma Education in Bulgaria

- Only 5% of Roma students will complete high school
- It is not uncommon for a fourth grader attending a segregated school to be illiterate
- Roma schools are short of computers, study materials, labs, gyms, instruments, blackboards, and chalk
- 50% of Romani schools have windows covered with cardboard rather than glass
- Many teachers consider assignment to Roma schools to be a punishment. Teachers who have faced disciplinary problems are routinely assigned to segregated Roma schools
- Several human rights organizations have documented that administrators of ethnic Bulgarian schools have refused admission to Roma students, claiming that they pose a health threat to the ethnic Bulgarian children
- 70% of Roma children still attend segregated schools

### Framework for Equal Education

- **1999** – Bulgarian government signed the Framework for Equal Education calling for the following six measures regarding Roma education:
  - Desegregating Roma schools
  - Banning practice of sending normally developed Roma children to special schools
  - Counteracting racism in the classroom
  - Providing opportunities for study of the Roma language in schools
  - Preparing Roma students to enter college
  - Creating literacy and vocational classes for adult Roma
- The Framework program calls for kindergarten for Roma children, the elimination of non-certified teachers and the introduction of teacher assistants.
- No local or national funds have been set aside to begin the process of desegregating Roma schools and the process has been left up to NGOs such as DROM.

## How the Framework for Equal Education Works in Practice

- The Bulgarian government has not shut down segregated schools and does not enforce desegregation policies, but rather leaves desegregation to each municipality and to NGOs.
- DROM helped enroll 100 Roma children in Bulgarian schools in Vidin in the 2000-2001 school year. The program was so successful that it spread to 5 other Bulgarian cities in the 2001-2002 school year. Currently, 3,000 Roma children are enrolled in mainstream schools in eight Bulgarian cities.
- Students who attend integrated schools now attend school regularly, get higher grades, and have better prospects for continuing on to higher education.
- 70% of Roma children continue to attend segregated schools because of government inaction.

## References

DROM - [www.drom.hit.bg](http://www.drom.hit.bg)

Kanev, Krassimir and Kalinka Vassileva. "Desegregation in Bulgaria."  
[http://www.pili.org/en/dmdocuments/SU\\_four.pdf](http://www.pili.org/en/dmdocuments/SU_four.pdf)

## Appendix Three – The Vidin Model of Desegregation

### The Vidin Model

- Public debates and round table discussions featuring all stakeholders including educational administrators, school staff, national leadership, NGO representatives, and community leaders were held prior to implementing the program in order to ensure schools provided a welcoming environment
- DROM hires educational consultants to determine strategies for enrollment, student needs for tutoring or supplemental educational opportunities, and to organize extracurricular activities
- Plan to enroll Romani in as many host schools as possible outside of Romani neighborhoods
- Hiring of counselors (one per host school) who are in charge of assessing needs of students, helping with teaching materials, and contacting parents
- Organize the transportation of Romani children from Romani neighborhoods to host schools
- Organize supplemental classes for children who are falling behind and preparatory classes over the summer
- Provide opportunities for teachers in host schools to receive additional training, especially in the area of multicultural education
- Organize extracurricular activities with multicultural themes for Romani and Bulgarian children
- Provide free school supplies, materials, and clothing to children in need
- Provide assistance to Romani parents, and encourage them to actively participate in child's education
- 1,191 Roma children completed the 2000-2001 school year with the project, twice as many completed the project the next year. As of 2006, 3000 Roma children were enrolled in mainstream schools

### Demographics of Vidin

- Located in Northwestern Bulgaria
- Population: 60,000 (15,000 are Roma)
- 9 out of 10 Roma live in segregated neighborhoods
- 23% city-wide unemployment, following the closure of a chemical plant in 1999
- 80% unemployment among Roma
- 15% of Roma children complete primary school
- 2-3% of Roma complete high school
- Most Roma children are illiterate, even after graduating from primary school
- Teachers receiving disciplinary actions and teachers with little experience are assigned to Roma schools
- 80% of Roma in Bulgaria live on less than \$4 per day; 1 out of 3 Roma in Vidin live on less than \$1.50 per day
- Roma live 10-15 years less than ethnic Bulgarians
- Half the Roma population is under 20 years old
- A 1992 study found that 90% of ethnic Bulgarians believe Roma are inclined to commit crimes, 85% believe Roma are poor because they are lazy, 72% believe Roma should live separately
- 70% of Roma children attend segregated schools

## Appendix Four: Historical and Political Timeline of Bulgaria

**681** - Bulgarian state established.

**1378** – First recorded Roma presence in Bulgaria

**1908** - Bulgaria declares itself an independent kingdom. Ferdinand assumes title of tsar.

### **World War I and World War II**

**1914-18** - World War I. Bulgaria allies itself with Germany. Some 100,000 Bulgarian troops are killed, the most severe per capita losses of any country involved in the war.

**1938** – Roma are sent to concentration camps in Germany because they are considered “genetically predisposed to criminal behavior” and also because they are viewed as racially inferior to the German population. Stalin bans Romani language and culture in the USSR

**1939-45** - Soviet army invades German-occupied Bulgaria in 1944. Soviet-backed Fatherland Front takes power.

**1945** - The Romani Organization for the Fight against Fascism and Racism is established.

**1946** - Monarchy abolished in referendum and republic declared. Communist Party wins election.

### **Soviet-style state**

**1947** - New constitution establishes one-party state. Economy and industry sectors nationalized. Roma are recognized as a national minority in the constitution and are allowed to attend mainstream schools.

**1954** - Bulgaria becomes staunch USSR ally.

**1958** – Bulgaria bans nomadism. Local councils attempt to employ Roma in factories and cooperative farms, a campaign that will last for 30 years.

**1968** - Bulgarian troops take part in Soviet invasion of Czechoslovakia.

**1969** – Separate schools established for Roma in Bulgaria

**1978** – Bulgarian Roma required to “Bulgarianize” their names, are forbidden to speak Romanes, to play music, to wear “folkloric” clothes, to practice their traditional professions, or to intermingle with ethnic Bulgarians.

### **End of Communist era**

**1989** - Reforms in the Soviet Union inspire demands for democratization. Multiparty system introduced. Opposition Union of Democratic Forces (UDF) formed.

**1990** - Economic crisis. Communist Party reinvents itself as Bulgarian Socialist Party (BSP) and wins free parliamentary elections. BSP government collapses amid mass demonstrations and general strike.

**1991** New constitution proclaims Bulgaria a parliamentary republic and provides broad range of freedoms. UDF wins election.

**1992** - Zhelev becomes Bulgaria’s first directly-elected president.

**1994** - BSP returns to power in general election.

**Economic turmoil**

**1997** - Mass protests over economic crisis. Opposition boycotts parliament and calls for elections.

DROM, a non-profit organization dedicated to integrating Roma children into ethnic Bulgarian schools, is founded.

**1999** – Bulgarian government signs the Framework Programme For Equal Participation of Roma within Bulgarian Society, allowing Roma children to have access to mainstream schools.

**2004** March - Bulgaria is admitted to NATO.

**2005 – 2015** – Decade of Roma Inclusion: Participating countries, including Bulgaria, develop action plans to address four key areas: education, healthcare, employment, and housing.

**2007** January - Bulgaria and Romania join the European Union, raising the EU membership to 27.

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## Appendix Five: The Universal Declaration of Human Rights (UDHR), Abbreviated

1. All human beings are born free and equal in dignity and rights.
2. Everyone is entitled to the rights and freedoms in this document, irrespective of race, color, sex, language, religion, political or other opinion, national or social origin, property, disability, birth or status.
3. Everyone has the right to life, liberty and personal security.
4. No one shall be held in slavery.
5. No one shall be subjected to the torture or to cruel, inhuman or degrading treatment.
6. Everyone has the right to be recognized as a person before the law.
7. Everyone is equal before the law.
8. Everyone has the right to legal remedy by a competent tribunal.
9. No one shall be subjected to arbitrary arrest, detention or exile.
10. Everyone is entitled to a fair and public hearing.
11. Everyone has the right to be considered innocent until proven guilty.
12. Everyone has the right to privacy, protected by the law.
13. Everyone has the right to move freely within the borders of their country, the right to leave any country, including his/her own, and the right to return to his/her country.
14. Everyone has the right to seek asylum from persecution in another country.
15. Everyone has the right to a nationality, and freedom to change his/her nationality.
16. Everyone of age has the right to marry and have a family, which can only be entered with free and full consent of both people.
17. Everyone has the right to own property.
18. Everyone is entitled to freedom of thought, conscience and religion.
19. Everyone is entitled to freedom of opinion, expression, and access to information.
20. Everyone is entitled to freedom of peaceful assembly and associated, and no one may be forced to belong to an association.
21. Everyone has the right to participate in the government and free elections of his/her country.
22. Everyone has the right to social security.
23. Everyone has the right to work in just and favorable condition, to obtain equal pay for equal work, and to join trade unions.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to a standard of living adequate for his/her health and well-being.
26. Everyone has the right to education.
27. Everyone has the right to participate in the cultural life of the community.
28. Everyone has the right to a social order that ensure the realizations of the right and freedoms outlined in this Declaration.
29. Everyone shall be only subject to legal limitations that ensure the rights and freedoms outlined in this Declaration.
30. No individual or government may interfere with the above rights.

## Appendix Six: Convention on the Rights of the Child (CRC), Abbreviated

- Article 1** This declaration stems from the understanding that childhood is entitled to special care and assistance. A child, as defined by the CRC is every human being under the age of eighteen years unless, under the law applicable to the child, majority is attained earlier.
- Article 2** The rights of every child shall be ensured without discrimination of any kind, irrespective of the child's or his or her parent's race, color, sex, language, religion, political or other opinion, national ethnic or social origin, property, disability, birth or other status.
- Article 3** The family, responsible for the growth and well-being of the child, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community.
- Article 6** Every child has the inherent right to life.
- Article 7** Every child shall have the right from birth to a name, the right to acquire a nationality, and the right to know and be cared for by his parents.
- Article 8** Every child has the right to preservation of his or her identity.
- Article 9** Every child who is separated from his parents has the right to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.
- Article 10** Every child has the right to leave any country, including their own.
- Article 12** Every child has the right to express his/her own views freely in all matters affecting them.
- Article 13-15** Every child has the right to freedom of expression, thought, conscience, religion, association and peaceful assembly.
- Article 16** Every child has the right to privacy, and has the right to protection of the law in case of interference or attacks on said privacy.
- Article 17** Every child has the right to access information and material from a diversity of national and international sources, especially those aimed at the promotion of his/her social, spiritual and moral well-being and physical and mental health.
- Article 18** Children of working parents have the right to benefit from child-care services and facilities for which they are eligible.
- Article 19** Every child has the right to protection from all forms of abuse, physically or mentally, as well as against neglect and negligent treatment.
- Article 20** Every child temporarily or permanently deprived of his/her own family environment has the right to special protection and assistance provided by the state.
- Article 22** Every child who is seeking refugee status has the right to receive appropriate protection and humanitarian assistance.



- Article 23** Every mentally or physically disabled child has the right to enjoy a full and decent life, in conditions which ensure dignity and promote self-reliance.
- Article 24** Every child has the right to the highest attainable standard of health and to facilities for the treatment of illness and the rehabilitation of health.
- Article 26** Every child has the right to benefit from social security, including social insurance.
- Article 27** Every child has the right to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
- Article 28-29** Every child has the right to education on the basis of equal opportunity, and such education will be directed to the development of the child to their fullest potential.
- Article 30** Every child has the right to enjoy his/her own culture, to profess and practice his/her own religion and to use his/her own language.
- Article 31** Every child has the right to engage in play, recreational activities, and to participate freely in cultural life and the arts.
- Article 32** Every child has the right to be protected from economic exploitation, and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to his or her health and development.
- Article 33** Every child has the right to be protected from the illicit use of narcotic drugs, and from being used in the illicit production and trafficking of such substances.
- Article 34** Every child has the right to be protected from all forms of sexual exploitation and sexual abuse.
- Article 35** Every child has the right to be protected from abduction, sale, traffic and all other forms of exploitation for any purpose.
- Article 37** Neither capital punishment nor life imprisonment will be imposed for offenses committed by persons below 18 years of age.
- Article 38** Every child has the right to protection during times of war, that children under the age of fifteen are not recruited into armies and do not take direct part in the hostilities.
- Article 39** Every child has the right to prompt access to legal and other assistance.
- Article 40** Every child alleged as or accused of having infringed the penal law has the right to be presumed innocent until proven guilty.