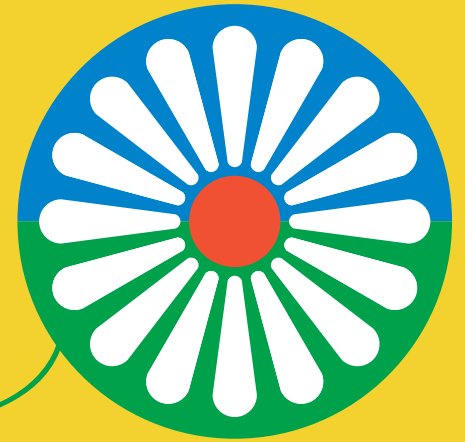


DREAM TO GROW



JOB/
EMPLOYMENT

UNIVERSITY



WORK
EXPERIENCE



HIGH
SCHOOL



PRIMARY AND
SECONDARY SCHOOL



PRESCHOOL/
KINDERGARTEN



MARIJA'S STORY



I am Marija from Slovenia. Starting with where I am now, and going back to my early years, I will walk you through my journey to become the person I am today. I will share notable moments in my life – exploring the events that made me strong and introducing you to the individuals who supported me throughout the many challenges I faced on my journey. I am proud to be Roma, of who I am now, and of my dream to grow.

I am 46 years old and work as a coordinator at a local play center. I still have not given up my dream of finishing university and becoming a preschool teacher.

AFTER PRESENTING ON THE PROFESSION IN A ROMA SETTLEMENT, A GIRL ASKED: "CAN WE, ROMA, ALSO BECOME PRESCHOOL TEACHERS?" MANY ROMA CHILDREN DO NOT IMAGINE THEY CAN HAVE SUCH DREAMS.

Bozovičar, P. (2019). Poročilo o rezultatih raziskave, izvedene v okviru projekta MORE. Ljubljana: Pedagoški inštitut.



I continued my studies at the Faculty of Education. But, after giving birth to two children, I lost my job. The financial strain meant I had to quit university and I did not finish my studies.



**ONLY 18%
OF ROMA CHILDREN
CONTINUE ON TO
HIGHER EDUCATION.**

Leaving no one behind in implementing the 2030 agenda for sustainable development: Roma Inclusion in Europe (undp 2017)

After successfully finishing high school, I started working at the school I attended as a child. I worked with Roma children to help them overcome language barriers and other obstacles. I was able to be a role model for them.



**ONLY 0.1%
OF ALL EMPLOYED
PROFESSIONALS IN
PRESCHOOLS ARE
REPRESENTATIVES
OF THE ROMA
COMMUNITY.**

Bozovičar, P. (2018). Poročilo o rezultatih raziskave, izvedene v okviru projekta MORE. Ljubljana: Pedagoški inštitut.

My mother and the school social worker saw my potential when I was in primary school and convinced me to enroll in high school.

My high school years were the best years of my youth. It was a complete turnaround from the experience I had in primary and middle school. I was well-accepted by my classmates and did not have a single bad experience due to prejudice.

**41% OF ROMA EXPERIENCED
DISCRIMINATION BASED ON THEIR
BACKGROUND IN THE LAST 5 YEARS.**

EU-MIDIS II: Second European Union Minorities and Discrimination Survey – Roma Selected findings.



65% OF ROMA CHILDREN DO NOT FINISH PRIMARY SCHOOL EDUCATION (60% ARE BOYS AND 40% GIRLS).

SURS (2020): Census of population, households and housing in the Republic of Slovenia in 2002.



I started attending preschool two years before entering primary school.

The school was only for Roma children. However, twice a week, non-Roma children joined us. Preschool helped me learn Slovenian better.



ONLY AROUND HALF OF ROMA FIRST GRADERS WERE ENROLLED IN PRESCHOOL (IN THE 2009-2010 SCHOOL YEAR).

Vonta, T., Jager, J., Rutar Lebar, T., Vidmar, M., Baranja, S., Rutar, S., Mlekuž, A., Jaklič Šimnic, A., Vidmar, J., in Balič, F. (2011). Nacionalna evalvacijska študija. Ljubljana: Pedagoški inštitut.

I have horrific memories of my primary school years. My classmates picked on me. I was one of the best pupils in my classroom, and I was called a witch for receiving good grades.

The only positive memories that I have from primary school are the support provided by the school social worker and my parents. They were my role models, and they showed me the importance of education.

REYN SLOVENIA IS A NETWORK CONNECTING PROFESSIONALS OF ROMA AND OTHER NATIONALITIES FROM THE FIELD OF EARLY CHILDHOOD EDUCATION AND CARE, SOCIAL AND MEDICAL CARE. THE NETWORK'S OBJECTIVE IS TO BECOME AN INCLUSIVE, PROFESSIONAL LEARNING COMMUNITY THROUGH WHICH MEMBERS CAN BROADEN THEIR KNOWLEDGE, INCREASE THEIR SKILLS, EXCHANGE EXPERIENCES, PROMOTE GOOD PRACTICE, ESTABLISH EFFECTIVE PARTNERSHIPS, AND GET PROFESSIONAL DEVELOPMENT OPPORTUNITIES.



Step by Step Centre for Quality in Education operates under the auspices of Educational Research Institute. The Centre aims at high-quality education and initiation of changes in the educational system through the professional development of ECEC practitioners and primary school teachers. This work is supported within a Network of preschools and schools, by

further education and training programs, and by action and participatory research in the context of various initiatives and projects. The Centre's activities emphasize equal opportunities, the principles of a democratic civil society, children's and parents' rights, and contemporary knowledge of child development and learning. Special attention is dedicated to vulnerable groups.

The data presented in this infographic is from Slovenia. It is the result of research and monitoring done by REYN Slovenia and its hosting organization Step by Step Centre for Quality in Education