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TUTORING PUPILS FROM THE ROMA POPULATION IN PRIMARY EDUCATION

Abstract: This paper will focus on approaches to improving the quality of education, improving the success of Roma pupils and the role of the tutor, as a mediator between the school and the NGOs sector in terms of extracurricular work with pupils, its irreplaceable place in schools, its role, significance and contribution to the system of primary education with pupils from the Roma population.

The purpose of this paper is to prove the justification, need and effectiveness of tutoring that is focused on primary education of pupils from the Roma population. Also, included is determinizing and exanimating the educational needs of teachers and tutors, the process of micromethod

modeling in relation to the tutoring work of the Roma population. The research is aimed at finding and determining the perceptions of working with pupils from the Roma population, improving their education and the resources provided by NGOs as a instigator to help advance knowledge.

This would contribute to additional approaches and methods that are valuable to implement and help increase educational opportunities. The idea of hiring tutors would contribute to the formation of a team spirit and the implementation of an inter-institutional support program.

Keywords: Tutoring, Roma pupils, Teachers, Educational needs, NGOs

Introduction

A great benefit is using the opportunity to collaborate as a mentor/tutor with Roma population in Macedonia. Tutoring is the most necessary in the educational process, it leads to the acquisition and addition of knowledge and as an intermediator between schools and the family. It is a necessary assistant to the primary education.

For this reason, the motivation for writing this paper is to describe the current state of the education of Roma pupils and to show its importance. The choice of the topic is influenced by the fact that the term tutor is very rarely found in our schools. It's a very young profession that is constantly developing. The sources for the research problem are insufficient, there are few publications, and they are only partially focused on this theme. Tutoring is still another unfamiliar concept to many, and this feature is so important to pupils. However, none of the studies on this topic can provide information's on the effectiveness of tutoring. The effectiveness of tutoring can be determined based on tutor action, observing pupil's performance documented over a longer period of time. The main goal of this work is to point out the justification and importance of the tutor for pupils from the Roma population in the educational process.

Interpretation of Basic Terms – Tutoring in Primary Education

The concept of tutoring is synoptically presented in several definitions by different authors. For example, Kowalczyk/Ottich (2006, 85) also defines tutoring as lessons that take place outside of regular school hours, more or less regularly and often temporarily, and aim to ensure success after school hours and are used to teach thematic units. Abele/Liebau (1998, 37) describe tutoring as "a method of extracurricular support [...]" (Dohmen, Erbes, Fuchs, & Günzel, 2007, 16) All the statements are aimed at one goal, that is, that tutoring is extracurricular activity and is used to improve school performance.

The highly increased number of pupils transferring to the next grade has resulted in a penetration in pupils knowledge, among pupils from lower classes, especially among pupils from the vulnerable category. This encourages certain forms of tutoring. During the last few years, the central and local authorities in Macedonia have assumed increased administrative and financial responsibility for the expansion of successful pilot projects in the non-governmental sector.

The Role of the Tutor in Primary Education

Pupils from the Roma population grow up in an environment with a distinctive culture, language, values, different educational styles and methods, which affect the development of the whole person. When there is a stimulating speech environment, it has a huge impact on the development of the individuality. It leads to the development of vocabulary, the child acquires the ability to communicate with people. Speech affects the child's behavior and leads to the development of intelligence. An important factor, reflected in the school success of Roma pupils, is the socio-economic background of the family.

The initiation of this type of activity also supported by the combined schools is to take constructive ideas and methods of work, for the benefit of the whole organization, with a impact on

the cohesion of teachers, the quality of teaching, and the success of pupils. Considering the novelty of the profile of the tutor for professional insertion, it is normal that there is a lack of models of effective practice, a series of procedures, materials to support the activities.

The task of the primary school in Roma education is to face the initial failure of Roma pupils, to overcome language problems, to create a positive attitude towards education for pupils and parents, to form special additional tutoring classes to overcome these barriers. The aim is to complete compulsory education in primary school and enable them to choose an area for further education. Emphasis is placed on creating positive relations between Roma and non-Roma pupils, tolerance of learning and cooperation, respect for the cultural and social situation.

The work of the tutor begins after the end of the teaching. It is guided by the diagnostic tests performed at the beginning of the school year, according to a scale that explains what each pupil should be helped to supplement their knowledge. All the tutor's work aims to make Roma pupils more successful and satisfied at school. It is necessary for him to be able to stand behind his pupils, to be able to respond to their capacities. In this case, information are implemated with direct contact with parents of Roma pupils with the school is provided.

Tutors need to connect pupils with prior knowledge, life experience, and their interests with their liking goals. They plan teaching according to the developmental characteristics of the pupils. They should develop teaching activities and learning materials for pupils to adapt according to their needs, help pupils in understanding through teaching strategies that are appropriate to the subject, using materials, resources and modern technologies to make the subject more accessible. Their role is vital in evoking enthusiasm and inspiring a person to learn and sharpen intelligence and wisdom. According to personal experience, and the experiences of other tutors, models and forms of work are determined immediately before the lesson, or during the lesson, depending on the achievements of the pupils. Individual and individualized forms of work are most often used. Depending on the subject the pupils study, methods are used that correspond to the thematic unit.

"Tutoring programs that support the use of data and ongoing informal assessments allow tutors to more effectively tailor their instruction to pupils individualy."

Successful tutoring organizations often have clear learning goals and engage in rigorous evaluations to assess the effectiveness of their program." (Robinson, Kraf, & Loeb, 2021, 9)

In order to support the pupils, in terms of learning, if necessary, tutors can be hired for teaching in schools. The tutor will provide support in the education of persons from vulnerable categories. Sufficient attention should be paid to this pedagogical staff, who will be significantly involved in the integration of Roma in the school, so that conditions will be created for the development of communication between the mentor/tutor, teacher and pupil. The tutor function for pupils who need support in acquiring initial literacy, early reading and writing – contributes to easier overcoming of these obstacles. It can be a person who knows very well the environment and the customs of the Roma population.

Considering that tutoring work with pupils from the Roma population is not so common, and no specific work models have been developed, the tutors themselves find which models and techniques they will concretely use during the additional extracurricular work.

Tutoring as a Model for Inclusion in Inclusive Education for Supportting Pupils from the Roma Population

One important concept that we must all embrace is that all pupils have an equal right to an education. Ensuring equal participation and full rights requires an analysis of the school environment that hinders or positively affects individual pupils as a whole. Including pupils of diverse backgrounds and abilities in schools often means examining current classroom practices. All that needs to be done is to recognize and manage the differences between pupils, to recognize their

strengths and weaknesses, to plan lessons accordingly, to use teaching strategies and to adapt the curriculum to suit the abilities and backgrounds of each pupil, and most importantly, one needs to know how to connect parents and community members to cooperate with schools in order to ensure quality education for pupils from the Roma population. Inclusion is not just about providing pupils with disabilities access to mainstream classrooms. This means rejunction all pupils, regardless of race, language, class, geographic location, and disability, with an e and effective education.

Implementing effective inclusive practices involves a set of behaviors, activities, and interactions by teachers and pupils without disabilities to provide a meaningful and successful learning environment for pupils. Effective instruction in inclusive settings requires continuous change in the types, frequency, and quality of teacher – pupil and pupil – pupil interactions (Thousand, Burchard, 1990).

There are several reasons why Roma pupils leave school, but they are mainly related to poverty. Among the main obstacles are the unavailability of books and school items, lack of appropriate clothing, poor living conditions and lack of infrastructure, the expectation that pupils must contribute to the family income and/or take care of younger brothers and sisters, actually is difficult for Roma families living in substandard improvised houses to think about and provide learning conditions for their children. In addition, seasonal and internal migration is also a problem. In these cases, pupils are absent from school before the end of the school year, and many of them simply drop out. With educational inclusion, the school can intervene to help, for example through special non-governmental organizations with a tutoring system to support and improve the knowledge of pupils from the Roma population. With this help, pupils from the Roma population not only receive additional help and support to build on their knowledge gaps, but also provide an overview of each pupil's learning progress at any time.

Inclusive education is a process that responds to the different needs of children, youth and adults by increasing participation in learning, in school and in the community; It involves modifying educational content, approaches, organization and strategies to enable quality education for all and implies that all pupils, regardless of their particularities; Inclusive education pays special attention to the inclusion of those pupils who may be marginalized, discriminated against or excluded from the education system, regardless of their potential or weaknesses in some areas, are included in regular classes and are provided with appropriate conditions for learning, progress and participation in the life of the school. (Inclusive school: Guide to the work of the school inclusive team, 2020, 7)

The "Strategy for Roma in the Republic of Macedonia 2014-2020", in the educational component, directs and aims to encourage the awareness of Roma about education, as well as success and passability in the following grades, creating a set of key competencies as a level that is achievable for them and to prepare them for further education and employment in society. They are pupils from an environment that is socially, culturally or linguistically different from the environment in which pupils from the majority population grow up. Some integrate easily in regular schools, others may face difficulties due to their language differences or because they are influenced by families and their cultural customs, which is reflected in the behavior, the concept of raising pupils, the attitude towards education, etc. Among the measures that should be applied for the implementation of the strategic goal, tutoring is mentioned as an additional support.

The Non-governmental Organisations and Their Support of Educational Inclusion of Roma Pupils

Non-governmental organizations pay attention to some specific problems and issues, which are usually left out by the state, and do not pay enough attention, like the question of this research problem, how effective tutoring for students from the Roma population is, for improving

and increasing the level of their success, with the help of non-governmental organizations. Therefore, they also provide financial support and help financial expenses. For example, support can be offered in the purchase of textbooks for pupils in schools or technical support.

Cooperation between primary schools and NGOs, learning support centers and other primary schools can take place in several ways: direct support of pupils, support of parents/guardians, support of educational staff and support of the wider social community. The basic tasks of the non-governmental organizations are: provision of textbooks and teaching aids, individual educational plan which implies adjustment of educational standards, use of adapted teaching aids and assistive technologies, overcoming language barriers, difficulties with reading, writing and speaking Macedonian language. In this research, 3 non-governmental organizations will be covered: Roma Resource Center, Sonce and Sumnal.

Research Subject

The subject of this research is aimed at improving the success of Roma pupils and the role of the tutor, as a mediator between the school and the non-governmental sector in terms of extracurricular work with pupils, his irreplaceable place in schools, that is, his role, meaning and contribution in the system of basic upbringing and education with pupils from the Roma population.

The purpose of this research is to determine educational models and the efficiency of tutoring work with pupils from the Roma population, and the need for inter-institutional support of this category.

Research Questions and Hypotheses

It is stated as a general hypothesis: Inter-institutional support from relevant institutions has a positive effect on establishing educational models and increasing the efficiency of tutoring work with pupils from the Roma population.

The dependent variable in this research is the attitudes of teachers, the educational programs of non-governmental organizations, the attitudes of tutors, pupils from the Roma population. Independent variable is: educational models of tutoring work.

Methods, Techniques and Instruments

This research is characterized by **qualitative and quantitative** features and will use a quantitative data collection technique. Also, the research is dominated by the research method, and the techniques that will be applied in this research are the following: survey, analysis of documentation. Instruments that will be used are: survey for teachers, survey for tutors, survey for non-governmental organizations.

With the survey questionnaire for **teachers**, will be examined their views and opinions regarding: the contribution of tutoring classes to improving the success of tutored pupils, the efficiency of tutoring work, the educational needs of teachers, the benefits of educational support of tutoring work on improving the progress of pupils from the Roma population. The survey questionnaire for **tutors** will examined their views and opinions regarding: their opinion on the position of tutor, cooperation with teachers, cooperation of tutors with primary schools and with non-governmental organizations, the contribution of tutoring classes to improving the success of tutored pupils, educational needs of tutors, the method and process of micromethod modeling of the extracurricular process, the concept of tutoring work. With the survey questionnaire for the **non-governmental organizations**, their views and opinions will be examined regarding: models of educational support, models of cooperation with schools, support of tutoring work.

The research will cover the following samples: municipalities, primary schools, teachers, tutors, non-governmental organizations and relevant documentation. 3 non-governmental organizations that already support tutoring with pupils from the Roma population in schools to increase and develop different potentials will be covered. This group also includes the municipalities where the primary schools are located, including: primary public schools distributed in several municipalities in the Republic of Macedonia. The choice of primary schools is made according to the representation of pupils from the Roma population, within the framework of educational support and increased opportunities for educational inclusion. The research will include 110 primary school teachers (from the second to the fourth grade) who already carry out regular teaching in primary schools, in which tutoring will be carried out, and 30 tutors, who are already carrying out the tutoring extracurricular program with pupils from the Roma population in primary schools. Project documentation, educational programs for tutoring, analysis of relevant documents and more.

According to the characteristics of the research, that is, taking into account the research techniques and instruments that will be used, the data obtained from this research will be processed in a qualitative and quantitative way, the obtained data will be entered into the SPSS program.

Conclusion

Due to difficulty in surveying some of the tutors from municipalities outside of Skopje, this research is still ongoing. The data will be processed in a qualitative and quantitative way, and the obtained data will be entered into the SPSS program. According to the obtained results, conclusions and recommendations will be drawn.

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HISTORICAL-EDUCATIONAL RESEARCH: PAST, PRESENT, FUTURE

Abstract: The paper explores the academic discipline history of education and historical-educational research related to it. Their development needs to be seen in a broader socio-political context of the history of the 20th and 21st century. In the period of separation of Europe and the Cold War, the historical-educational research developed separately: in the countries of the Western Europe, history of education was influenced mainly by the rise of postmodern thinking; considering the countries of the Eastern Europe, it was mainly the impact of sovietization. However, both parts of Europe experienced a serious crisis in the field of history of education. The second severe crisis occurred in the 1990s after the fall of the Berlin Wall, again, in both parts of Europe, however, because of different reasons. This crisis led to doubts whether we need history of education at all. The aim of the paper is to point out: 1) important milestones in the development of the academic discipline history of education and the related historical-educational research, 2) change in the paradigm in the historical-educational research in the last third of the 20th century, and 3) current issues and trends in this field. How the world and its organisation will change after the Covid-19 pandemic and after the invasion of Russia to Ukraine remains an open question.

Keywords: History of education, Historical-educational research, Development, Present