

No.	Author	Year	Title	Publisher
1	Beresnevičiūtė V., Leončikas T. et al.	2008	Research on Roma situation: Roma people at the intersection of education and labour market	Ethnic Research Center of the Institute of Social Research
2	Leončikas T. et al.	2007	Research on opportunities of social integration of Roma community	Social Research Institute

			Science Study "(Unequal opportunities in education: the analysis of early withdrawal of Roma children from educational system" in the city of Vilnius	Lithuanian Social Research Center
3	V. Petrušauskaitė	2014		
			Material of the conference "Policy of Roma Integration: aims and tasks during the period 2014-2020"	Institute for Ethnic Studies
4	Authors	2014		

5	Vita Petruskaite	2014	Early withdrawal of Roma Children from Education System in Vilnius City: Analysis of Education Field	Vilnius University
6	National Institute of Social Integration (zmogui.lt)	2014	Recommendations of Roma representation	„Media4change” movement (initiated by National Institute of Social Integration)
7	The Minister of Culture of the Republic of Lithuania	2015 sausio 29 d.	Law on the Ratification of Action Plan of Roma Integration in Lithuanian Society in 2015-2020	Government of the Republic of Lithuania

8	E. Štuopytė	2008	Peculiarities of Socialisation of Roma Children	Scientific Magazine SOCIAL WORK, 2008, No. 7(3); Mykolas Romeris University
9	V. Petrušauskaitė	2013	"Roma Children in Education System: Cases of Vilnius and Ukmerge Municipalities"	Institute for Ethnic Studies

10	T. Staškūnaitė	2013	Analysis of Roma ethnic Minorities in the Republic of Lithuania	Mykolas Romeris University
11	T. Kiminienė	2011	Professional and real life expectations of Lithuanian and Roma teenagers	Šiauliai University
12	R. Bogdanovič	2009	The forms of folk piety and perspectives of it education in Vilnius Roma catholic community	Vilnius Pedagogical University
13	M. Frėjutė-Rakauskienė	2009	Manifestations of ethnic intolerance and xenophobia in Lithuanian press in the aspect of preventive EU policy	Institute of Social Research, Vilnius University
14	R. Gedvilaitė	2008	The problem of tolerance in Lithuanian periodicals	Vilnius University
15	E. Urbonaitė	2008	Implementation of minorities' policy in European Union (the case of Lithuania)	Vilnius University

16	A. Malinauskaitė	2007	Social integration of ethnic groups: peculiarities of Roma integration and situation in education system	Vilnius Pedagogical University
17		2015	Action plan of Roma integration in Lithuanian society in 2015-2020	
18	L. Jakulevičienė et al.	2012	Resolution of Roma people and organisations working with Roma regarding integration strategy in Lithuania	Vilnius
19			Roma children dream to become lawyers and policemen	

20		2011	The third report about the Implementation of Convention of Basics of National Minorities Protection of European Council in Lithuania following the Article 25 of the Convention	Vilnius
21			Lithuanian Children's Fund	
22	N. SURVILA	2010	Administration of ethnic relationships in European Union: Analysis of Lithuanian ethnic policy with regard to Roma people	Vilnius
23	I. Karsten, B. Sabatauskas	2012	The project of Lithuanian Sakaliukas Union: "Help to Adapt": experience of voluntary work with Roma children	Vilnius
24	V. Šidlauskienė, I. Burneckienė, R. Pocevičienė	2014	Research and evaluation of Roma women in the spheres of employability, education and culture and possibilities to receive various services as well as to participate in decision-making	Šiauliai
25	T. Leončikas	2006	Challenges of Roma Education	Vilnius

Children's age range	Category (legislation, policy document, scientific paper, report, dissertation, audio/video)
1-16 years	Sociological research carried out upon the request of The Department of National Minorities and Emigrants under the Government of the Republic of Lithuania having signed an agreement with the Ethnic Research Center of the Institute of Social Research
During the research 119 Roma people (from 16 to 60 years) have been questioned that have some work experience or are looking for a job (the age of children 16-18 years).	The research of opportunities of Roma community's integration was carried out under the agreement of the Office of Equal Opportunities Ombudsmen No LGM-10, June 14, 2007 with the Institute of Social research

from 6 to 16 years	Science Study
Various	Conference materials

Children's group of school age (7-16 years)	Doctoral dissertation, Social sciences, Sociology (05 S)
up to 18 years	Video report of Lithuanian Children's Fund "Story without end..." about the situation of Roma community in Lithuania, representation in mass media what circumstances Roma people experience in our society
up to 18 years	Political document

<p>10 Roma children participated in the research: 8 children 11-13 years old and 2 children 16-17 years old. Seven children are 5th year pupils, two children - 7th year pupils and one child is in the 8th year. Children learning in the senior classes are older than their classmates. Most probably they started school later and this fact might have influenced their adaptation at school. Children attending junior forms are of the same age as their classmates (5th form). We may presume that Roma parents take seriously into consideration children's education and let their children attend school since early age.</p>	<p>Scientific Article</p>
<p>6-18 years</p>	<p>Study - publication</p>

6-18 m.	Master Thesis
10-19 years	Master Thesis
6-18 years	Master Thesis
	Doctoral dissertation, Social sciences, Sociology (05 S)
	Master Thesis
	Master Thesis

	Master Thesis
	Law No JV-48 of the Minister of Culture, January 29, 2015
	Document
	Website for Roma people

	Document
	Website for Roma people
	Master Thesis
	Manual of good practice
	Research
6-18 years	Article

Form of children's participation (consultation, collaboration in decision making, child led projects/research, training of professionals).

During the research the researchers tried to analyse the factors of Roma adaptation and integration into Lithuanian society's life and to reveal successful factors of socialisation of young Roma (up to 29 years). In order to achieve these aims, social, demographic characteristics of Roma, children's learning at comprehensive schools and problems related to it have been analysed, Roma people adaptation and integration into Lithuanian society's life was evaluated.

It was tried to analyse the context of social policy and evaluate Roma situation so that it would be possible to formulate particular means that would help to reduce Roma exclusion. The main attention in this research was paid at the issues of Roma work experience, social support, employability.

The Study is assigned for the analysis of expression of social reproduction in Lithuanian education system, investigating the reasons and the process of Roma children's early dropout in Vilnius city. In the research the phenomenon has been analysed at several levels. At macro (society's) level the indexes of education of different generations of Roma ethnic group and their changes during 2001-2011 were analysed. At micro (individual) level the situation of early dropout was observed analysing the experience of Roma children from Kirtimai during the first two years of participation in educational process. At mezo level (education field) the early dropout of children from education was analysed as a process in social sphere, i.e. how the strategy of children's behaviour is formed by the interrelation with other subjects participating in education process (parents, teachers, employees of children's rights institutions, etc.)

The main attention during the conference was paid to the discussion of aims and tasks of the new strategy of Roma integration in 2014-2020 which is being prepared. Politicians working in the sphere of Roma integration, state, municipality officers, NGO representatives working with Roma people discussed four main issues - **accommodation, health, employment and education.**

The main aim of the presented research - to reveal the reasons and the process of early withdrawal of Roma children from education system referring to case analysis of Kirtimai village of Vilnius city. The object of sociological research is the whole of relationship between Roma children participating in education process and the persons that have to ensure child's right to education. The subject of the research - early withdrawal from education system - is analysed in the work as the strategy of children's behaviour, that is formed through interrelation with other subjects participating in education process.

Tendencies of representation of Roma community in mass media

The aim of this article - to reveal peculiarities of socialisation of children that come from Roma families. In the article the first institution of socialisation of Roma children is discussed - ethnic family, social and educational problems of Roma children are analysed that have influence upon socialisation of Roma children; peculiarities of socialisation at school of Roma children are revealed.

In the publication the results of comparative research of Roma children participation in education system that has been carried out in Vilnius and Ukmerge municipalities are presented. In the research it was tried to review regional differences of participation of Roma children in education system and to evaluate the influence of local education field upon children's opportunities to remain in education system. The main attention in the work was paid to state's contribution to creation of Roma children welfare evaluating the need for educational help and social services.

To investigate the situation of Roma minority at Lithuanian and EU levels performing comparative analysis and to reveal what are the reasons of formation of ethnic intolerance as well as to determine what policies are being implemented with regard to ethnic minorities.

To analyse and compare professional and life expectations of Lithuanian and Roma teenagers and to prepare educational programme for social educators who work with Lithuanian and Roma teenagers in X day centre.

To reveal the essential features of folk piety of Vilnius catholic Roma community , to analyse them and describe.

This work analyses the content of Lithuanian press with regard to ethnic theme. The aim of the research of the content of Lithuanian press - to reveal what problems, themes, reasons indicate ethnic intolerance in press texts. The main subject of press research - construction of ethnic intolerance in Lithuanian press, the content of ethnic intolerance and xenophobia. The main object of the research - Lithuanian press. The press in this work is understood as a form of public text discourse that involves printed and electronic press (internet dailies).

To analyse the problem of tolerance in Lithuanian periodicals.

This work analyses the importance of institutional interaction in the process of bidirectional Roma integration. Bidirectional integration is understood as ability of state institutions to ensure the quality of services provided to Roma people (the right to participate in economic, social, cultural and political life) and initiatives to involve Roma people in society without breaking the norms (for instance, in legal, education spheres). In addition, the impact of the third institutions upon political implementation is evaluated as these institutions usually become the factor that facilitates and stimulates this process.

To analyse the problems of Roma as ethnical group social integration and situation in education system.

The purpose - to reduce roma discrimination and social isolation, to stimulate Roma participation in public life, to increase consciousness of Roma community and society's tolerance to Roma ethnic minority.

To improve the strategy of Roma integration

Suggestions

Description of the project "NGO Network to Enable Roma Community"

To carry out analysis of Lithuanian ethnic policy with regard to Roma people, to reveal the forms of manifestations of multiculturalism in Lithuanian ethnic policy, to define essential problems of implemented policy and present suggestions how to solve them.

To perform employment, education, cultural analysis of target groups of recommendations to Lithuania of UN Women discrimination cancellation committee Article 84, to determine problems, to evaluate the impact of the used means, to calculate the expenses necessary to implement the means.

In the article the situation of Roma in Lithuanian general education system is evaluated - the general education of Roma children is reviewed, the level of education, knowledge of Lithuanian language is evaluated, data about Roma children is presented. Having analysed the context and experiences of education policy, the examples of positive experience are reviewed in order to be able to get a detailed view about the initiatives of Roma education. In addition, the problems of Roma participation in education system are identified. Poor attendance of school and low results are related to the fact that a part of Roma children start going to school later in comparison with other children. Therefore, early involvement of children into education system is considered as the main factor that would help to overcome the tendency when a relatively big part of Roma attend special education institutions. This shows that education system is not able to refer to the needs of Roma families. Pre-school education, systematic social help and activities of social educator in some cases prove that it is possible to improve the results and attendance of Roma children. At political level there is no a long-term Roma education strategy. However, it is important to strengthen schools initiatives to consider individual needs of Roma children and Roma families. Despite positive contribution of NGOs their activities are not systematic so purposeful national strategy is essential trying to change the situation of Roma children in education

Link to website	Link to social media
http://www.ces.lt/wp-content/uploads/2008/06/STI_TMI_D_Romu-padeties-tyrimas-2008_ataskaita.pdf	http://www.ces.lt/2008/06/romu-padeties-tyrimas-romai-svietimo-ir-darbo-rinkos-sankirtoje/
http://www.ces.lt/wp-content/uploads/2013/01/Romu-integrac-galimybes-ETC-ataskaita-LGKT-2007FINAL.pdf	http://www.ces.lt/projektai/buve-projektai/etniniu-grupiu-tyrimu-projektai/romu-bendruomenes-socialines-integracijos-galimybes/

http://lsc.lt/download/Turinys_Vita_Petrusauskaitė_monografija_2014.pdf	http://www.ces.lt/2014/04/konferencijos-romu-integracijos-politika-tikslai-ir-uzdaviniai-2014-2020-m-laikotarpiui-medziaga/
http://media.lsc.lt/video/video2/video/2014/4/B8CDCCF0-CA7D-4FA9-BEAA-8F0C489D0758/MEDIUM/3cfa8d33-07a8-440c-b4eb-0a4263d0341f.mp4 ; http://media.lsc.lt/video/video2/video/2014/4/1F0BBE3F-9850-489F-AA57-DCF444307250/MEDIUM/602cd664-266e-4b4a-a9a0-ed98d0df45a4.mp4 ; http://media.lsc.lt/video/video2/video/2014/4/1F0BBE3F-9850-489F-AA57-DCF444307250/MEDIUM/d4f747bf-d651-422b-	http://www.ces.lt/2014/04/konferencijos-romu-integracijos-politika-tikslai-ir-uzdaviniai-2014-2020-m-laikotarpiui-medziaga/

http://vddb.library.lt/fedora/get/LT-eLABa-0001:E.02~2014~D_20140117_113027-98649/DS.005.0.01.ETD	http://www.delfi.lt/news/daily/lithuania/mokslininke-i-visuomene-integravesi-romai-daznai-slepia-savo-tautybe.d?id=63904084; http://www.lrt.lt/naujienos/kalba_vilnius/32/35018/sociologe_romu_vaiku_issimokslinimas_ir_valstybes_rupestis
http://www.media4change.co/lt/	http://www.media4change.co/lt/publikacijos/romu-vaizdavimo-rekomendacijos/ http://purvaneckiene.lt/romu-atskirties-situacija-vilniuje-nulemia-ir-tolesni-sios-etnines-grupes-izoliacija-nuo-visuomenes-reikalu/
https://www.e-tar.lt/portal/lt/legalAct/4a774b20a7c711e4a82d9548fb36f682	

http://www.mruni.eu/lt/mokslo_darbai/sd/archyvas/?l=100735	https://www.google.lt/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=rom%C5%B2%20vaik%C5%B2%20socializacijos%20ypatumai%20dr.%20edita%20%C5%A0tuopyt%C4%97
https://www.google.lt/search?q=Rom%C5%B3+vaikai+%C5%A1vietimo+sistemoje%3A+Vilniaus+ir+Ukmerg%C4%97s+savivaldybi%C5%B3+atvejai&oq=Rom%C5%B3+vaikai+%C5%A1vietimo+sistemoje%3A+Vilniaus+ir+Ukmerg%C4%97s+savivaldybi%C5%B3+atvejai&aq=chrome..69i57j69i60.334j0j8&sourceid=chrome&es_sm=122&ie=UTF-8	http://www.ces.lt/2013/04/leidinys-romu-vaikai-svietimo-sistemoje-vilniaus-ir-ukmerges-savivaldybiu-atvejai/

http://vddb.library.it/fedora/get/LT-eLABa-0001:E.02~2013~D_20130625_182614-47827/DS.005.0.01.ETD	
http://vddb.library.it/fedora/get/LT-eLABa-0001:E.02~2011~D_20110803_092808-71676/DS.005.0.01.ETD	
http://vddb.library.it/fedora/get/LT-eLABa-0001:E.02~2009~	
http://vddb.library.it/fedora/get/LT-eLABa-0001:E.02~2009~D_20091024_103822-67578/DS.005.0.01.ETD	
http://vddb.library.it/fedora/get/LT-eLABa-0001:E.02~2008~D_20090908_201750-63394/DS.005.1.01.ETD	
http://vddb.library.it/fedora/get/LT-eLABa-0001:E.02~2008~D_20140623_181624-47001/DS.005.0.01.ETD	

http://vddb.library.lt/fe-dora/get/LT-eLABa-0001:E.02~2007~D_20070816_172332-87790/DS.005.0.01.ETD	
https://www.e-tar.lt/portal/lt/legalAct/4a774b20a7c711e4a82d9548fb36f682	
http://visiskirtingivisilygus.lt/wp-content/uploads/2012/03/Rom%C5%B3-integracijos-strategija_FINAL.pdf	
http://www.roma.lt/v2/index.php?romA-vaikai-svajoja-bAti-teisininkais-ir-policininkais	

https://www.coe.int/t/dghl/monitoring/minorities/3_FCNMdocs/PDF/3rd_SR_Lithuania_rev_1_t.pdf	
http://www.lvfi.lt/	http://www.media4change.co/lt/publikacijos/romu-vaizdavimo-rekomendacijos/
http://vddb.library.lt/fe-dora/get/LT-eLABa-0001:E.02~2010~D_20110207_111103-41403/DS.005.0.01.ETD	
http://www.sakaliukai.lt/downloads/Gerosios_praktikos_vadovas_v2.pdf	Lithuanian union "Sakaliukai" www.sakaliukai.lt
http://progress.lygis.lt/romiu-padeties-tyrimas-ir-vertinimas/	
http://ces.lt/en/wp-content/uploads/2012/03/EtSt_Leonikas_2006	

Comments (relevant
content items)

Referring to the survey data, average Roma family consists of 6-7 persons. Almost half of Roma people that participated in the survey (48,6%) state that they have 1-3 children, one fourth (24,3%) - 4 children and a similar percentage (25,2%) state that they have 5 and more children. More than one third of Roma respondents live in their own houses or houses that belong to their family members (38,3%) . Another big part is composed by Roma people that live in houses rented from the municipalities (30,8%). Having generalised the tendencies of change of children's number at secondary schools during 2000-2008 we may state that although a major part of Roma pupils remains at primary education stage (1-4 forms) however, this part has reduced by half (52%). Comparing with previous years, the number of Roma pupils in higher forms (5-7 forms) has relatively increased. However, almost within 10 years major part of Roma children gets only primary education and overcomes only a part of basic education stage. Basic and secondary education still remains a challenge. One fifth of Roma respondents have not attended a secondary school and have not even completed a single year at school. One fourth of Roma respondents went only to primary school and completed 1-4 years at school. More than one third of Roma attended secondary school but completed not more than 8 years, in other words, did not get basic education. Only 17,3% of Roma completed 9 or more years at school. Comparing the age of Roma parents and children when they started to go to school, we may state that bigger part of children start attending school in time comparing with their parents: 53,7% of Roma parents and 77,3% of their children started going to school at the age of 6-7. Even one third (32,3%) of Roma children younger than 18 that participated in the research started attending school at the age of 10 or older. This part is relatively very big comparing with older Roma generations. The problems of involvement in education system at the suitable age are relevant also to young Roma children. Having evaluated the age of start and end of attending school we may state that averagely questioned Roma attended school for 6-7 years and completed 5 years. Generalising research data we may state that more than a half (55,7%) of Roma that participated in the research have not received higher social status than their parents with regard to their education. The later Roma children start going to school the less years they complete. During ten years a bigger part of Roma pupils obtain only primary education and overcome only a part of basic education stage. They usually start going to school at the age of 10. The main reasons that determine Roma learning difficulties are related to lack of social skills, language barrier and unattendance of school. Majority of Roma children (69,3%) have not attended any pre-school institutions, rarely get involved in extra-curricular activities - they feel difficult to develop their social skills that are necessary for adaptation at school. School representatives and teachers are not likely to recognise that Roma children make an exceptional group with specific needs and at school

The majority (73%) of Roma people state that at present they would like to get employed or change a job, however, low level of education and illiteracy is a problem not only for older Roma people. More than one fifth of the questioned Roma people of working age did not attend secondary school and have not completed even one year of school, more than a half of the respondents went to primary school or completed not more than eight years of school. Lack of education and exclusion may determine that more than a half of Roma people that participated in the research indicated that in their opinion there are no job vacancies or they do not know where to look for a job.

The study emphasises the importance of society's social inequality upon early withdrawal from education process; opportunities of Roma children to participate in education process equally with other children, however, these essential inequalities were not considered in the investigated education field emphasising ethnic distinction between majority and minority groups.

General dynamics was characteristic to children's (living in Kirtimai village) participation in education: 1) complicated involvement of younger children (7-8 years) in education; 2) relatively good children's (9-13 years) participation in education and 3) early withdrawal from education at the age of 14-16. The needs of Roma children in educational process are not exclusive (not characteristic to other children), however, the group of children living in Kirtimai village is distinguished by abundance of problems regarding participation in education process that require target social services and close cooperation between education and social workers while providing social help to a family and individualised educational help to a child. Opportunities to participate in education process of Roma children were not equal to opportunities of other children but these essential inequalities in the investigated education field were not considered. In the investigated field the official characters that occupy leading positions did not take the responsibility to pursue positive changes and the responsibility regarding learning failures was transferred to the characters who have very little powers - to children emphasising their "unwillingness to learn", diminishing the importance of the experienced difficulties and emphasising their ethnic exclusion among majority and minority groups.

Negative tendencies of Roma representation have been noticed

In 2013–2014 18 Roma children were taught according to pre-school education programme (10 of them at Roma Community Center (hereinafter RCC) in Vilnius), 33 Roma children were taught according to pre-primary education programme (22 of them at RCC); Roma children are learning at 11 special schools, in total 50 children. The biggest number of Roma pupils is at Dabikinė special school in Akmenė district and Žagarė special school in Joniškis district - 11 children in each. [8] Comparing the number of Roma children learning at special schools with the general number of Roma pupils in Lithuania, 8,7 % of all Roma pupils are learning at special schools.

Roma children while communicating in a family only with the members of their ethnic group do not have a possibility to find out how in one or another situation would behave people of other nationalities, therefore in socialisation process children may take over only certain behaviour models existing in Roma community; Roma children do not feel isolated at school, they communicate, have friends, have fun with them, try to express themselves also in extra curricular activities. Roma children have opportunities to socialise not only during formal classes but also during extra curricular activities trying to express themselves in art or sport. School for Roma children often is the first formal institution where they can get acquainted with other cultures, however, the attitude of teachers and their friends towards their ethnic values, life style and other cultural differences may prevent Roma children from socialisation at school.

During the recent decade in Vilnius city solid changes in children's participation in education system were not made due to the lack of political power to solve social problems of Roma people living in Kirtimai – according to the data of 2012, quite a number of Roma children in Vilnius city did not attend school, a part of children was attending not regularly and absolute majority left education process at an early age and did not get general education. Educational help and social services were rather limited for Roma children and their families in Vilnius city and the efficiency of provided services due to objective (big work loads, insufficient financing) and subjective (negative attitude, priority for other clients) reasons was low.

The results have revealed that the situation of Roma communities in Lithuania and European Union is partly evaluated negatively. Special exclusion is felt in education sphere where a big part of children of school age do not attend education institutions or the attendance is low, therefore, the obtained education is weak. Lack of education also influences lower employment opportunities, poorer economic and social conditions. Majority Roma families live under insanitary conditions what influences higher mortality.

1. Roma teenagers pay great attention to good interrelationships in community and emphasise the importance of support of their relatives and close people. Customs and traditions in their community are preserved and passed from generation to generation as well as tolerance to violence in a family. Roma children attend schools in order to get minimum skills (reading, writing skills) although majority of them would choose professions that require education.
2. Although Roma people feel accepted by local people, still they acknowledge that they encounter negative attitudes, discrimination and stereotypes, while Lithuanians identify them with such social exclusion groups like addicts, criminals.
3. Life expectations of Roma and Lithuanian youth are similar, however, their perception and opportunities of their implementation differ. Roma teenagers do not expect to achieve high goals, they imagine ordinary everyday life and

Having analysed the practices of Roma catholic piety it is clear that Roma people do not devote enough time to children education. Roma children are recommended to follow a special programme that would stimulate their motivation to learn, would form virtues' system, would help them to get integrated into society.

The EU guidelines of preventive policy of ethnic intolerance (recommendations for fighting with racism and intolerance experienced by Roma people, anti-Semitism and Muslims' discrimination) may be applicable to prevention of ethnic intolerance in Lithuanian media.

Referring to the context of Eastern Europe, and phenomena of intolerance identified here (anti-Semitism, discrimination of Roma people), the EU experience is important when creating and applying preventive means to fight with these phenomena in media. According to the data of qualitative research of press content, following the aspects highlighted in economic, psychological, cultural and political theoretical perspectives, the main presumptions of ethnic intolerance have been disclosed. In the press the threat from the groups of Roma people, the Jews or labour migrants is based on economic presumptions regarding the concurrence or mismatch of interests and aims of these groups, regarding the competition with labour immigrants and regarding the influence of Jews ethnical group's status or demonstration of power making decisions economically favourable to the Jews, unwillingness of labour immigrants to integrate. Generalising research data of Lithuanian press content there was made a conclusion that representation of Roma, Jews, Polish and Russian ethnic groups is entrenched - it has advanced and fixed

representatives is noticed. This is shown by negative reports in media that emphasise criminal activities of Roma people. In the investigated articles gipsy encampment is mentioned as a center of drug trafficking. In the presented information there are 48 positions where negative attitude of journalists is felt to this minority. No attention is paid to the issues of Roma integration into society. Negative presentation of Roma people in media may force people to think that all Roma people belong to criminal groups and create associations only with representatives of criminal

The process of Roma lobbying does not function in Lithuania. Becoming of Roma policy a part of common EU social policy may be based on the fact that this minority covers all geographical EU regions, but it differs from other minorities because it is extra-territorial and multiple with regard to language, traditions and other aspects. In Lithuania implementation of Roma policy at present is limited by social comments and decisions but not by arguments grounded by rational choice. This creates favourable conditions for institutional discrimination, for instance negative public statements of government representatives.

main problems that Roma people encounter in Lithuania are related to the spheres of work, accommodation, health and public services. These problems were identified in the programme of Roma integration during 2000-2004 and these problems still exist. In our society Roma people are more identified with a socially problematic group rather than representatives of a separate nationality. Influential Roma community people usually remain unnoticed, there is no a single leader. Nowadays the discourse of social integration policy requires a wider definition of Roma issues. Therefore, it is very important to define and distinguish priority factors that determine implementation and relevance of Roma policy. The aim of this work was determined by the relevance of Roma education that may contribute to their integration. The main aim of this work - to analyse social integration of Roma people as an ethnic

Children's education

- To pay special attention to Roma children pre-school and pre-primary education in Lithuania.
- To keep in touch with parents and to work with parents of potential children. While integrating Roma into general education system, early involvement of Roma children is rather important - attendance of kindergartens and their accessibility. In addition, the means of target help must be applied that allow to ensure education process to the children that do not have sufficient parents' help. Motivation of Roma families to let children go to kindergartens and schools has also to be supported;
- We suggest to involve in Roma integration strategy sets of methodical-visual means that are created for development of health, cognition, artistic, social competences of children of pre-school and pre-primary age trying to create equal opportunities for starting the school. Methodical means must be prepared by specialists that know the problems of bilingualism at this age. Besides, it is necessary to teach educators that work with Roma children. In addition, the training how to use the prepared set of methodical means has to be organised. Considering the fact that such means are not prepared yet, although there is an opportunity to apply them in pre-school or pre-primary classes in Roma community center, the situation is shameful for all educators' community.
 - To foresee the means how to complete primary or basic school for the children of different age groups that have earlier been dropped out of school. Considering their age, to foresee the means how to return them to school or to teach in an alternative way (externally, distant way, evening school).
 - To organise classes to develop social skills for different age groups not only in Vilnius city but also in other Lithuanian cities/towns;
 - To ensure establishment of teacher's assistants positions at schools where Roma children are learning not in their native language in Lithuania, to provide help to the teachers. To finance teacher's assistants positions from Pupil's basket;
 - To work with teachers, to analyse their negative attitudes towards Roma people referring to analysis of education system, drawbacks of the system as reasons for an early drop out from the school;
 - To organise classes in Roma/Lithuanian languages as perception of native language and ability to compare it with new Lithuanian language helps better to understand its constructs - for this purpose it is necessary to publish means to learn Roma/Lithuanian languages;
 - To prepare social pedagogues, to ensure sufficient number of them, to involve children's parents in education

Various information for Roma people

of Lithuania (Gazette 1991, No. 16-411), the citizens of the Republic of Lithuania, foreign citizens living in Lithuania and citizens without citizenship have equal rights to social support if not stated differently in laws or international agreements. People belonging to Roma minority fall into the group of people that require full social support. Social support to Roma people is provided by Public institution Roma community center. Several years the center takes part in social event "Food Bank" during which Roma people from Kirtimai village receive necessary food goods several times per year. Social workers from Roma community center helped Roma people to prepare documents for

other legal documents we are able to make a conclusion that official course of Lithuanian ethnic policy is directed to Roma integration although in practice not all the rights of Roma people are ensured and implemented. In case of Roma integration it is difficult to ensure all rights due to many unsolved social problems as well as due to the features of a separation model characteristic to Roma community when individuals preserve their culture and avoid collision with other groups.

The book will be useful to all who would like to start working with a group of children.

Trainings, courses, education, work skills would help to find a job for the 5-9% of women that belong to the minority. Education opportunities would be increased by free or cheaper education. Opportunities to get health care services would increase if these services were free or cheaper. 9% of women that belong to minority group would like better quality of health care services. Financial support and compensations as well as good information system is important to a big part of women of minority group.

Pre-primary education and systematic help of social educator and social worker approved as a successful practice that improved attendance and learning results. Practice of several years of Roma Community Center in Kirtimai village has showed that preparatory classes were one of the most effective means that brought positive changes: although not much time has passed, the teachers notice that children who attended preparatory classes are better prepared for school, and do not differ from other children. Social workers and social educators provide indirect but very important help for the beginners, they are mediators between children's parents and school. Disproportionate concentration of Roma children is noticed in special schools. The system of special education partly stimulates Roma parents to let their children attend special schools. It is possible to presume that if the needs of social help were satisfied in different ways, it would be possible to integrate at least a part of children from special schools into general education system. The attention should be paid not only to the children that are in special schools but also to the children that might be directed to special education schools. Instead of arguing about testing techniques (that are used to determine if a child is able to attend general education or special education school), much attention should be paid to pre-school education of Roma children and their preparation for schools as well as to be ready to provide all necessary help at general schools.