



Roma Inclusion in School - Interesting Projects & Policy Recommendations

ERNE

Work package 6

Good Practices and policy development on school level

Policy Recommendation Paper about school education

WIP07 14.09.2014/PH



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1. General aspects concerning inclusion in school at European and member states level as background for Roma inclusion

School is more than learning. School is more than a phase within the Lifelong Learning process. School is always a mirror of society. School reflects values, standards, demands in society, based on history, tradition, habit of society.

This is the background for all aspects concerning inclusion in general, and for Roma school education in special, at European at member states level.

It is orientated on the European 2020 strategy in general. Inclusive Growth is one of the EU 2020 priorities, and this priority contains the inclusive school education of ethnic minorities, migrants, disabled persons, and in this context, Roma people.

Promoting the integration of all people in society, in particular those on the margins, is a fundamental goal of the EU. The social welfare and support systems in place across Europe reflect this shared value of social cohesion. Yet many groups of people in the Union are socially excluded – it could be because of a disability, because they are low-skilled, because they live in deprived areas with limited access to services or because of health problems.

This extends to employment where some people find it difficult to get a job. Migrants and ethnic minorities, such as the [Roma populations](#), are often subject of discrimination which further increases the risk of social exclusion. Employment is a key factor in promoting social inclusion, but disadvantaged individuals often need more comprehensive support strategies, which may include personalised support, also targeting the families.¹

With a population of over 10 million, the Roma community is Europe's largest transnational minority. About 6 million Roma are living in EU member states. They are often the victims of racial and social discrimination without equal access to education, employment, housing and healthcare services. In recent years the Roma issue has become an important issue on the agenda of the European Union, and in many of its Member countries.

¹ http://ec.europa.eu/regional_policy/activity/roma/index_en.cfm



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Before this background the European Council decided about “An EU Framework for National Roma Integration Strategies up to 2020”, with proposals for improvements of situation of Roma, with prior aspects of education. Also relevant is the declaration “Decade of Roma Inclusion, 2005-2015”, in which Croatia and Romania, beside other European countries, are involved.

Inclusion in School in general and of Roma people in special depends strongly on backgrounds concerning national conditions, education systems, educational cultural, also “hidden agendas” in regional contexts, so each example of policy, practice, project has to be considered with this framework, especially concerning the options for transfer into an other national, societal, educational context.

There exist rarely empiric Information about concrete conditions of living and learning of Roma, mostly particular and anecdotic². And the meaning of the term “Roma” is quite diverse.

The term “Roma” is used here, as well as by a number of international organisations and representatives of Roma groups in Europe, to refer to a number of different groups (such as Roma, Sinti, Kale, Gypsies, Romanichels, Boyash, Ashkali, Egyptians, Yenish, Dom, Lom) and also includes Travellers, without denying the specificities and varieties of lifestyles and situations of these groups³.

And, the situation is much more complex, concerning minorities in Europe in general, The list of the “Association for the Promotion of European Minorized Peoples” defined for the involved project partner countries the following relevant minorities:

- **Austria:** Kroaten Slowaken Slowenen Tschechen Ungarn
- **Croatia:** Bosnen Deutsche Freistaat Fiume Istrien Serben Ungarn⁴
- **Italy:** Albaner Aostatal Friaul Griechen Katalonien Kroaten Ladiner Ligurien Lombardei Mócheno Napolitanien Okzitanien Piedmont Sardinien Sizilien Slowenen Südtirol Venetien Walser Zimbern
- **Germany:** Bayern Dänen Friesland Plattdeutsche Schlesien Sorben – Wenden
- **Romania:** Arumanen Csángó Deutsche Griechen Lipowener Polen Rusyn Serben Sinti und Roma Szeklerland Tataren Ukrainer Ungarn

² Hornberg S., Brüggemann Ch. (Hrsg.): Die Bildungssituation von Roma in Europa, Münster / New York / München / Berlin 2013.

³ European Commission, 2012

⁴ <http://www.eurominority.eu/version/deu/>



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Additional are concerned persons with special needs, physical, psychic or other demands...

Thesis 1: Integration and Inclusion of Roma population – in a differentiated way – can not focus only at Roma, but, must have a broader view at a culture of integration and inclusion of all concerned people, groups and individuals.

Some thoughts concerning “Integration” and/or “Inclusion”:

- It is not only a „word“ – there is a „philosophy“ behind it
- Is there an „authority“ to „integrate“ somebody (or not...), or exists an awareness, all people are „part of society“ – and the responsibility of society is a „sense of inclusion“
- With policy elements of **education, employment, health, housing, structural requirements and funding** (following the European Commission documents...)

In the European documents concerning National Roma Integration Strategies⁵ four key areas are addressed:

- Education
- Employment
- Healthcare
- Housing and essential services

Measured by several categories for each area.

Thesis 2: It is essential to consider that all areas are in an interdependent relationship, so all areas and categories are relevant also for the area “education”, and for “school”.

But, in this project approach, a clear focus is defined. An, in this Work package, the focus is school. Nevertheless, all aspects should be in mind by further discussions, developments and deliverables...

Thesis 3: Which sector of society or education you have in focus, sustainable effects will be reached only when you consider the links and relationships with the whole process of education, lifelong learning societal implementation.

⁵ European Commission – Directorate General for Justice: National Roma Integration Strategies, European Union 2012.



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2. Approach within ERNE - “Roma”

Here – in ERNE – the focus is education

- But: education – and inclusion in education - works only in context with cultural context within the countries...
- School systems – and the educational, pedagogical, social, integrativ, inclusiv, selectiv elements – are always a „mirror“ of society...
- So – „good practices“ could work in the one context – and fail in an other one...

A prediction to interpret good practice is to look at the national conditions concerning educational systemic backgrounds.

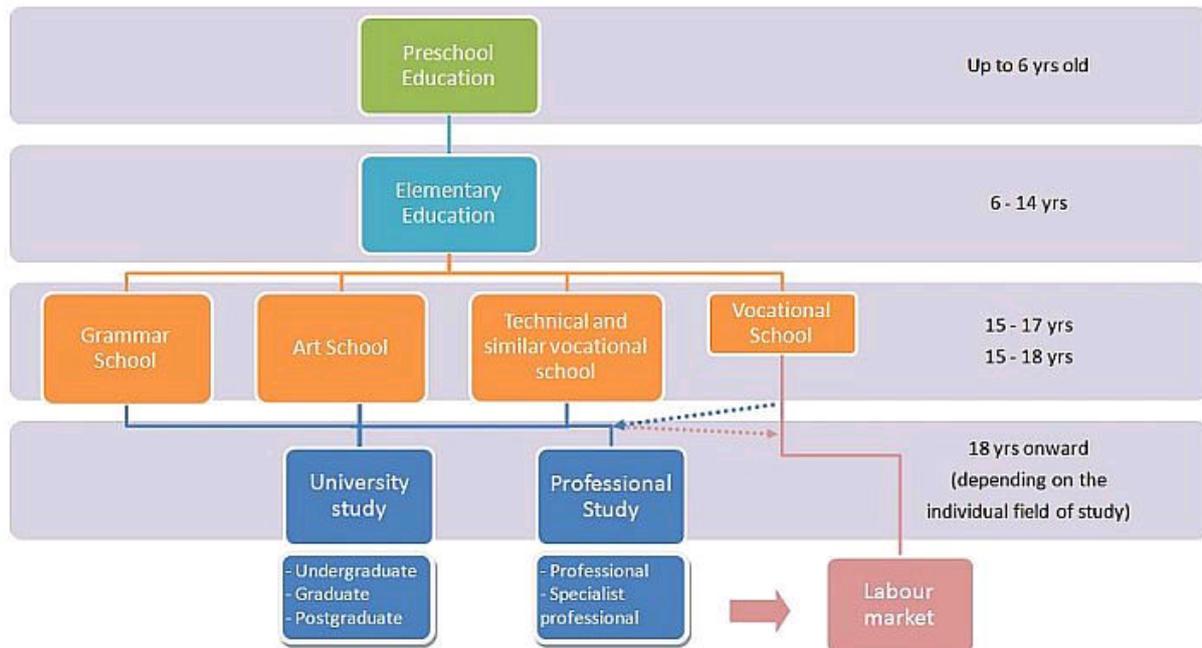
Within **ERNE** the situations are the following:

Proposal for a common approach for search to „good practices“

- To collect „interesting practices“ in different contexts
- To define principles and criteria for „good“ or „interesting“ practices
- To compare principles, processes, practice of examples, related to the relevant aspects of frameworks and circumstances
- To search for evidences of effects, and the conditions within the context
- To prepare transfer processes of successful practices in new areas and countries
- To build up communication and cooperation processes for sustainable transfer activities
- To implement an documentation and evaluation system for the further processes of transfer and development of integration, inclusion of Roma

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Education System Croatia



Not yet reported to the European Union



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Education System Germany

19	Meisterschule 1 year Master class Post-vocational education	Fachschule 2 year Technical master class Post-vocational education	Universität/ Hochschule Akademie University University College Academie		18	Secondary School (second Phase)
18	Work experience / professional work				18	
17	Berufsschule Vocational school Apprenticeship combines work and classes	Berufsfachschule Vocational school Full-time class	Gymnasium Grade 11-12	Fachoberschule	17	
16					16	
15					15	
<small>Einzelkinder: mindestens 10 Jahre Mehrkinder: mindestens 11 Jahre</small>					16	
14	or 10th year	Realschule	Gymnasium Grade 5-10	Gesamtschule	15	Secondary School (first Phase)
13	Hauptschule				14	
12					13	
11					12	
10					11	
9	Grundschule Elementary School				9	Elementary school
8					8	
7					7	
6					6	
5	Kindergarten				5	Pre-school
4					4	
3					3	



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ROMA Strategy:

Key Elements

The strategy includes in particular the following positive elements:

- A basic right to education, on the basis of the principle of equal treatment ensures non-discriminatory access to education to all, including Sinti and Roma.
- Programmes improving the integration of disadvantaged groups within the education system.
- Sinti and Roma have access to the programmes offered on a non-discriminatory basis.
- General measures supporting individual learning available to all pupils, in some Länder targeted specific support (at project level) for Sinti and Roma.

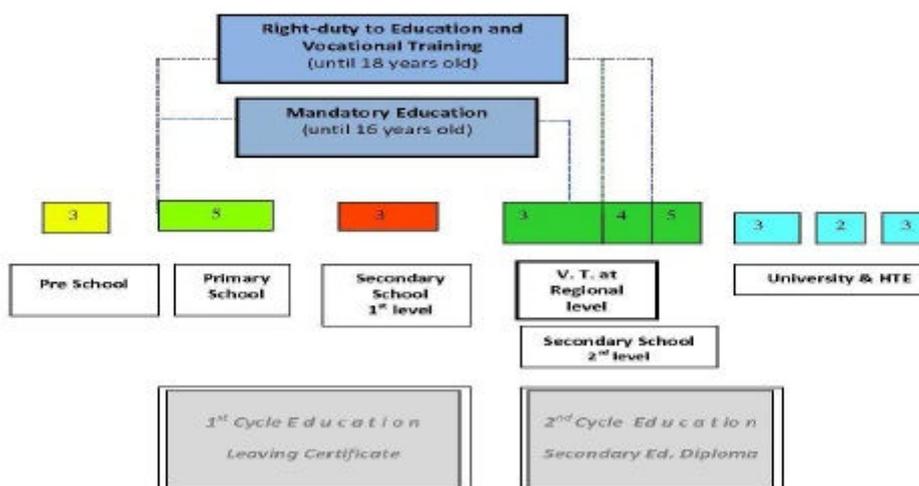
Identified Gaps:

Measuring the impact of the equal treatment approach on the situation of Sinti and Roma people is necessary.

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Education System Italy

System of Education and Training in Italy





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ROMA Strategy:

Key elements

The strategy includes in particular the following positive elements:

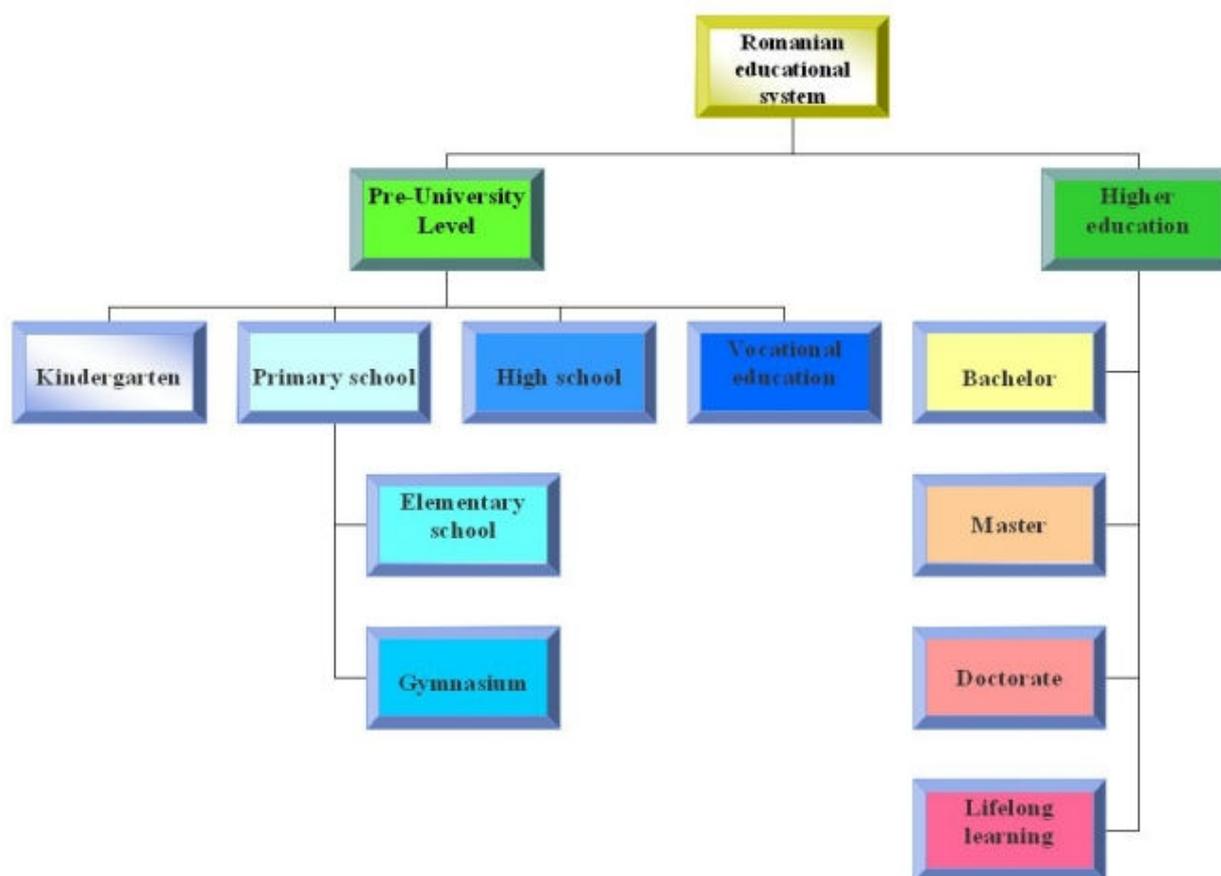
- Goal to ensure education to all Roma children, promote non-discriminatory access to education and tackle early school leaving of Roma.
- Incentive (e.g. scholarships) to improve participation of Roma in higher education.
- Support to cooperation between educational institutions, extra-school services and Roma communities and families.
- Some measures focused on the education of young mothers (completion of compulsory education).

Identified Gaps:

The goals are ambitious and realistic. The proposed measures should be reinforced with precise quantitative targets and identification of the necessary resources.

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Education System Romania



■ is structured in 4 cycles

- composed of three or four grades (3 – 7 age)
- comprises two 4-grade periods (7 – 15 age)
 - grades I to IV (7 – 11 age)
 - grades V to VIII (11 – 15 age)
- four or five grades (grades IX to XII/XIII) (15 – 19 or 20 age)
- prepare students for careers that are based in manual or practical activities

■ following four components

- 3 years in most disciplines
- 2 years
- 3 years
- which includes *postgraduate* education occurring outside the Master/Doctorate framework.



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ROMA Strategy:

Key elements

The strategy includes in particular the following positive elements:

- Stimulation of the participation of Roma children in early childhood education and care, training of school mediators, training and hiring Romani language teachers.
- Dedicated places in high schools and universities for Roma students.
- Network of school inspectors belonging to the Roma community.
- Clear inclusive approach, explicitly fighting against school segregation.

Identified Gaps:

The strategy does not cover completion of primary school by all Roma children.

The strategy does not identify clear targets on the educational attainment of Roma and is not founded on an adequate evidence base. A clear link with general programmes targeting disadvantaged groups and educational infrastructure would be necessary.

The integration into the labour market of the trained school mediators should be supported.



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4. Procedure – Questionnaire preparation, discussion, distribution...

A Survey was launched by the partner organisations with the instrument of a questionnaire covering the following question areas:

- Dimension of practice
- Technical, organizational, structural, financial aspects:
- Kind of practice:
- Formal education system
- Access
- Aims and objectives of the good practice
- Target groups
- Cooperation
- National and European Roma Strategies
- Contents and elements of practice – what happens, how, which methods are used
- What are the committed aims and objectives of the good practice in society in the countries?
- The UNESCO gives four pillars of education – which fits the good practice?



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Interviews with concerned stakeholders (*in English*):

Interview 1:

Which factors can facilitate and/or make more difficult the integration of Roma students at the educational institutions?

AW:

Relief: Improvement of the economic and social society

What are the pros and cons concerning cultural/linguistic mediators at the educational institutions?

AW:

Acceptance by classmates, not segregation. Involvement in clubs: sports, culture, music clubs, charitable activities and organizations due to the common good.

Could you give us an example of good practice you value most in your work?

AW:

Roma children grow consistently bilingually from their birth on: mother tongue, national language and later on foreign languages. Roma are spirited people, they master to sing, train and entertain almost without education. Improve the support of their talent even up to a university degree.

Examples: Extracurricular care, because parents are often not in a position to support their talents. Children and adolescents get financially supported in their education by the Roma-fund to increase the opportunities for a good career. In the beginning there were mainly craftsmen but today the number of students is in the majority.

17.06.2014, Johann Baranyai (Verein Roma Oberwart), Austria





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Interview 2:

Which factors can facilitate and/or make more difficult the integration of Roma students at the educational institutions?

AW:

Impediment of integration by discrimination! The language is an obstacle for immigrants.

What are the pros and cons concerning cultural/linguistic mediators at the educational institutions?

AW:

In rural areas, there is no experience yet

Could you give us an example of good practice you value most in your work?

AW:

Individual, intensive support for students;

To bridge the learning assistance project between teachers, parents, students to solve occurring problems at school together and find the best way for each student.

Because the teachers know the social environment of the individual student, they can address the respective problems in teacher-discussions and have further discussions with parents or accompany them if they want to teacher-discussions.

Through intensive school support of students and also awareness training for educators to deal better with various situations will facilitate the integration at educational institutions.

26.05.2014, Prof. Sarközi (KV ROMA), Austria



Both Interviews confirm and strengthen the main concerns of the recherche and documentation regarding the aspects of education for Roma in school and are additional base for the following policy recommendations.



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5. Interpretation of common – different features in measures, activities, programmes...

Overview about collected good – interesting - practices

- 7 collected practices out of 5 partner countries
- 3 of them with duration several months/year (6 to 10 months/year; one of them continuing)
- The other 4 with duration from 1 up to a few days, some of them repeated
- Age group differs from 7 to 27; most of the practices from 7 to 15
- Most of practices are recent, 1 practice is from 2000 to 2005
- For all of activities some arguments for concerns to national and / or European aims and strategies are described
- Most of the activities are measured with rather qualitative indicators (as there are e.g.: “find a better understanding of cultural identity”)
- Some – few - of the activities are described with quantitative measures (e.g.: “23 to 70 Roma people involved within 5 years”)
- 2 activities have a more continuing, sustainable character by implementing in the school live and/or by qualifying teachers and mentors
- All of reported practices have the character of a “measure” or a “project”, there is no strategic or policy activity reported



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National Roma Integration Strategies

Implementation EU Framework

The four key areas

- **Education**
 - The EU's goal is to ensure that all Roma children complete at least primary school and have access to quality education
- **Employment**
 - The EU goal is to reduce the employment gap between Roma and the rest of the population
- **Healthcare**
 - The EU goal is to reduce the gap in the health status between the Roma and the rest of the population
- **Housing and essential services**
 - The EU goal is to close the gap between the share of Roma with access to housing and to public utilities and that of the rest of the population.





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6. Policy recommendations

At European level

Roma integration policy can not be successful if it is solely a Roma integration policy: it must be embedded in a holistic inclusive approach in society, especially for education and school

At European level an integrative approach for Roma inclusion should cover all groups who need attention concerning inclusion, Roma policies and strategies should not have a character of “exclusive” policies and strategies, wether in a general nor in an individual approach...

At national level

In principle the same criteria are relevant like at European level....

National conditions should be considered

Concerning structure, processes, programmes in education, policies and strategies for integration and inclusion following aspects should be in mind:

- *More data and statistics are needed*
- *Evidence and measurement of effects of activities should be improved*
- *Cost-benefit ratio of policies, programmes, projects should be in mind*
- *Clear links should exist between national policies and programmes, projects*
- *Evidence and Evaluation of initiatives and investments must be improved*

At regional, provincial level

Based on European principles and National policies and strategies the

- *regional approach is highly relevant*
- *Identify the relevant population*
- *Create a cultural atmosphere for integration and inclusion*
- *Combine single projects and activities in a continuous holistic approach*

At institutional level

Fitting to the institutional aims and objectives a clear focus of targets and issues should be chosen – connected with regional, national and European principles, policies and politics

Concerning Roma “platforms” representatives

Inclusive approach should be embedded within a broader, holistic inclusive perspective



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7. Interesting practice from partner countries

Categories template –

- *Austria*
- *Croatia*
- *Germany*
- *Italy*
- *Romania*



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Austria

<u>Title of Project / Service</u>	Roma School Assistance
<u>Dates</u>	School year 2011/20012
<u>Duration</u>	10 months, continuing
<u>Is there a project website:</u>	http://www.romano-centro.org/downloads/JahresberichtSchulassistentz11-12.pdf

Access

Can you explain how the good practice is accessed?

Accessible for all concerned pupils in the five involved schools – 4 primary, 1 special school

Aims and objectives of the good practice

Can you describe the aims and objectives of the good practice:

In general the aims and objectives are to support Roma children and their family context in all relevant aspects of school and education, with the common aim to create an inclusive development in school culture.

The concrete challenges at school are quite different.

In some schools aspects of cultural background, learning, language is the prior topic, in other schools the priority the communication with and support of parents, the positive development of learning environments and to ensure the regular school attendance.

So flexible and sensible approaches are necessary, especially from school assistants who are working at several schools.

A special aim addressed those Roma pupils who are whether neither in their first language nor in German language alphabetised.

The activities of the Roma assistant teachers in the past school year have once more shown how different the challenges in different schools are. The Reports from the schools show (see below), that in some schools the issue is to bring the children closer to their culture and



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to support them in learning, while in other schools the emphasis is on communication with the parents and their support for improving the learning environment. Thus only secures the regularly school attendance. These different activities require very much flexibility and empathy of the assistants, who are active in several schools.

A total number of approximately 120 Romani children were cared by assistants in the school year 2011/2012. There are also projects that have been carried out with whole classes or services addressed to the whole school and leading to higher understanding and acceptance of Roma culture in the school or lead to the fact that the Roma families see themselves as valuable part of the school community. In addition it must be mentioned that most of the families have more children: if one child of a family assisted and also has an effect on the siblings, even if they are not going to school yet or visiting another school.

It is obvious in relation to previous years is the increase number of children who neither literate in their mother tongue are not literate in German. These children come mainly from Romania and the Austrian schools are far away to offer the sufficient support, they would need for a successful school career. For those schools, who are overwhelmed with this new situation due to the fact of less resource, the Romani School Assistance offers a significant relief and offers the opportunities to offer give children chances in school.

The collaboration with the schools worked very well. The feedback from the headmasters to Romano Centro or the faculty of the Roma assistants is consistently positive. The Roma school assistant is recognized valuable support from the schools, the entire school benefits from this service - not only the Roma Children.

Please describe services/tools provided by the good practice:

Most service is delivered in the way of personal support within or outside of school,

Can you describe the philosophy, values behind the good practice:

The main philosophy is a general inclusive approach, for individuals as well as for a development of an inclusive culture and atmosphere in school and society and to offer all necessary services and support to give all children access to education, to be part of society including needed competences and qualification



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Target groups

Age: children mostly in the primary school age
And parents, adults as well as
Teachers, headmasters other staff at
school

Composition of participants in the good practice: see above

Cooperation

Is the good practice open to cooperation's or actors and in case it is to which?

All concerned persons, actors and stakeholders are addressed and involved

Contents and elements of practice – what happens, how, which methods are used

What activities are planned in the service, e.g.:

- Socialization activities (such as sports, participation in a theater group, recreational activities)
- Activities of teaching and improvement of language (such as language, micro-language or literacy courses)
- Activities of legal advice and mediator



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Croatia

<u>Title of Project / Service</u>	Celebration of important dates International Romani Day World Day of Romani language National Reading Encouragement quiz
<u>Dates</u>	World Day of Romani language – 5.11.2013. realized International Romani Day - 8.4.2014. realized National Reading Encouragement quiz realized
<u>Duration</u>	International/World Day – one day activities Quiz – from the middle of September to the beginning of November 2013.
<u>Is there a project website:</u>	Yes, information about the implemented project are on the school website

Access

Can you explain how the good practice is accessed?

Romani and non-Romani children are included in the project in a way where they jointly participate in planned activities : workshops, performance planning and events, preparation of pupils for National quiz

Aims and objectives of the good practice

Can you describe the aims and objectives of the good practice:

Plan is to include Romani children in extracurricular school activities, to teach children more about Romani language and culture, to continuously develop tolerance of diversity in all children, to increase the self-respect and self-esteem levels of Romani children, to include Romani parents in school life of their children, to increase motivation level for education through providing learning and reading assistance and developing of communication and social skills.



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Please describe services/tools provided by the good practice:

After the project, pupils are more informed about the Romani culture and language, they have developed a feeling of satisfaction and pride and their self-respect and self-esteem is increased.

Can you describe the philosophy, values behind the good practice:

To learn to accept and tolerate diversity, to honour and respect a friend that is different, to feel proudly about their own identity.

Target groups

Is there a special

Age:

7 – 14 years

Composition of participants in the good practice: Boys and girls

Cooperation

Is the good practice open to cooperation's or actors and in case it is to which?

We cooperate with the public library "Fran Galović" Koprivnica and Romani Association "Better future"

National and European Roma Strategies

How addresses the good practice the aims of the activity the aims of National / European strategies and policies?

Contents and elements of practice – what happens, how, which methods are used

What activities are planned in the service, e.g.:

- Socialization activities (such as sports, participation in a theater group, recreational activities)
- Activities of teaching and improvement of language (such as language, micro-language or literacy courses)
- Activities of legal advice and mediator

Children create posters with the specific topic, make Romani dictionary on the computer, participate in workshop and thus socialize, there are activities for improvement of language and reading skills as well as the teaching skills in Reading encouragement quiz framework.

Does the good practice consist of one of the above-mentioned activities, or of the interaction of several?

Project consists of interaction of several types of activities (socialization, improvement of language skills...)



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What are the effects and how are these measured?

The effects are not measured since we had one-time activities. Children's feedback is positive, they said they were happy, filled with pride and content after the implemented activities. We got the positive feedback from the parents too, as well as the others included in particular activities.

How is the activity connected with other, inclusive strategies, like employment, health, housing for Roma?

N/A

What of this good practice seems transferable in other contexts, national, European, under which conditions.

Are you able to give us some ideas?

Which recognitions out of the activity could be a contribution to general recommendations at local, regional, national, European level?

Everyone in their own community can creatively celebrate these dates.

Can you report on the quantitative results achieved through the implementation of the service?

Non-existent



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Germany

Title of Project / Service BVBO Berliner Programm für berufliche Orientierung

Dates 2005

Duration 2014

Is there a project website: <http://www.bvbo-berlin.de/>

Address of the organisation running the good practice: the project is run by different NGO's
Direct link to the stakeholder organisation, networks and platforms.

Access

Can you explain how the good practice is accessed?

The good practice can only be accessed via the school level

Aims and objectives of the good practice

Can you describe the aims and objectives of the good practice:

To offer vocational education at an early stage at school level

Please describe services/tools provided by the good practice:

The program is structured with different work packages and the school and vocational teachers can choose which parts would be best suitable for the special need of the pupils. Very often the program will start with a project day at school offering information about different professions.

This will lead to small internships (1 to 2 days) at a SME

Additionally support during the application phase is offered and competences (especially social competences) are trained

Can you describe the philosophy, values behind the good practice:

The idea is to offer a vocational education at an early stage (8th grade) to support the decisions the young persons have to make. All participants are treated equally and there is no special "ROMA" course or a nationality is put in the focus. Especially the development of stereotypes in choosing professions should be avoided.

Target groups

Is there a special

Age: 14 – 17 years

Composition of participants in the good practice: all pupils in an inclusive school system



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Cooperation

Is the good practice open to cooperation's or actors and in case it is to which?
The program is wide open to cooperation's that will support the job orientation.
Especially cooperation's with SME are in the center of interest.

National and European Roma Strategies

How addresses the good practice the aims of the activity the aims of National / European strategies and policies?

The program does not exclusively address the aims of European Roma Strategies but it also covers them because it offers vocational orientation regardless of national affiliation.

Contents and elements of practice – what happens, how, which methods are used

What activities are planned in the service, e.g.:

- Socialization activities (such as sports, participation in a theater group, recreational activities)
- Activities of teaching and improvement of language (such as language, micro-language or literacy courses)
- Activities of legal advice and mediator

The program consists of socialization activities and tries to support each individual according to his/her special needs. The social competences are trained in team settings (sport/theatre). The focus depends on the program and focus of the respective school. The training sessions offer basic information about the professions and the vocational education system plus what is asked during an application phase. If legal advice is needed the program tries to find supporting projects that can serve the individual needs?

Does the good practice consist of one of the above-mentioned activities, or of the interaction of several?

The program consists of several activities.

What are the effects and how are these measured?

The effects are that the participants think about the choices they have to make and are prepared for the application for vocational training. The parents are informed about the needs of the pupils. The program is evaluated by external evaluators



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How is the activity connected with other, inclusive strategies, like employment, health, housing for Roma?

The program is linked to strategies if a individual case occurs

What of this good practice seems transferable in other contexts, national, European, under which conditions.

Are you able to give us some ideas?

We think that this much more practical vocational orientation should be implemented in every school system.

Which recognitions out of the activity could be a contribution to general recommendations at local, regional, national, European level?

We think that this much more practical vocational orientation should be implemented in every school system.

Can you report on the quantitative results achieved through the implementation of the service?

The evaluation shows that especially the pupils that need much more support have much more ideas about how to plan their vocational biography.



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Germany

<u>Title of Project / Service</u>	compass.mitte
<u>Dates</u>	2001
<u>Duration</u>	2015
<u>Is there a project website:</u>	http://www.compass-mitte.de/index.html

Address of the organisation running the good practice: www.zukunftsbau.de
Direct link to the stakeholder organisation, networks and platforms
<http://www.quartiersmanagement-berlin.de/>

Access

Can you explain how the good practice is accessed?

Accessible by all young persons under the age of 27 but the strict rule is the doors are open to everyone.

Aims and objectives of the good practice

Can you describe the aims and objectives of the good practice:

International work and support also in cases of vocational education. Holistic approach
Zukunftsbau is a youth work facilitator and accredited apprenticeship company established in 1986 committed to the holistic and vocational training of disadvantaged young people and the long-term unemployed with the aim of integration into the job market.
Zukunftsbau offers counseling services, vocational training in the 'dual system', vocational guidance and modular qualification programmes with integrated social welfare support. All Zukunftsbau services lay the foundations for holistic and life-long learning to enable participants not just to achieve vocational qualifications but also to become responsible members of society.

Please describe services/tools provided by the good practice:

Individual case management with a bundle of services provides
Consultancy houses are located all over Berlin where special offers are needed and offer individual support for every situation in life. Starting point of a consultation phase are the individual needs and interests of the persons seeking help. Main priority is to find a suitable vocational training for the young persons

- Vocational orientation
- Support in finding an internship



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- Holistic support (social problems, problems in school, support of social subsistence ...)
- Informations about the vocational education system and about the several professions
- Support during the application phase
- Accompaniment to offices

Can you describe the philosophy, values behind the good practice:

The consultancy house “compass.mitte” offers service to everyone that will come and tries to bundle funding to keep a steady service.

Target groups

Is there a special

Age: up to 27 years
Composition of participants in the good practice: very different

Cooperation

Is the good practice open to cooperation's or actors and in case it is to which?

The project welcomes any cooperation which will help to support the services

National and European Roma Strategies

How addresses the good practice the aims of the activity the aims of National / European strategies and policies?

The project addresses all strategies that are linked with integration

Contents and elements of practice – what happens, how, which methods are used

What activities are planned in the service, e.g.:

- Socialization activities (such as sports, participation in a theater group, recreational activities)
- Activities of teaching and improvement of language (such as language, micro-language or literacy courses)
- Activities of legal advice and mediator
- Vocational orientation
- Support in finding an internship
- Holistic support (social problems, problems in school, support of social subsistence ...)
- Informations about the vocational education system and about the several professions
- Support during the application phase
- Accompaniment to offices



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Does the good practice consist of one of the above-mentioned activities, or of the interaction of several?

It consists of the interaction of the activities according to the individual needs.

What are the effects and how are these measured?

Effects are the stabilization of personal situations. The project is evaluated by the district

How is the activity connected with other, inclusive strategies, like employment, health, housing for Roma?

The project has a linkage in case one is needed. But mainly the persons coming to seek support do not identify as Roma.

What of this good practice seems transferable in other contexts, national, European, under which conditions. Are you able to give us some ideas?

Space/places/houses to have a one stop support for young persons in need of individual help located in the neighborhood.

Which recognitions out of the activity could be a contribution to general recommendations at local, regional, national, European level?

Space/places/houses to have a one stop support for young persons in need of individual help located in the neighborhood.

Can you report on the quantitative results achieved through the implementation of the service?

More young persons found the way back into a stable existence



Roma Inclusion in School - Interesting Projects & Policy Recommendations



Roma Inclusion in School - Interesting Projects & Policy Recommendations

Italy

<u>Title of Project / Service</u>	Distance learning for Roma female pupils (IAD project)
<u>Dates</u>	2000-2005
<u>Duration</u>	8 months every year
<u>Is there a project website:</u>	no

Access

Can you explain how the good practice is accessed?

It is possible to access to this service through the collection of data on early school leaving: warning from the school, from the social services, associations, local institutions, etc.

After a deep analysis of the real motivation of the child school leaving, the association RomSinti@ politica together with the school involved have planned a meeting with the parents to explain the education project and agree upon a study program that the Roma female child was going to realize.

A part of the study program was taught at school, the other part was realized at home with the assistance of a Roma cultural mediator. Every year, before starting the planned activities, teachers and cultural mediators planned 7 learning units, composed of several didactic units each.

This didactic material was explained by the teachers and consigned to the Roma female children, together with exercises to do at home with the help of the Roma cultural mediator. At the end of the school year, the Roma female children had to take the final exams in order to be admitted to the following class.

Aims and objectives of the good practice

Can you describe the aims and objectives of the good practice:

Because of their cultural background (see below) there is a high dropout rate of Roma female pupils at school, therefore it was necessary to start a project based on the idea to overtake the cultural gap and let female Roma children stay in the educational system, which is essential for their social inclusion, by taking into consideration and not by ignoring the cultural differences.

Please describe services/tools provided by the good practice:

It is a single holistic service composed by teaching activities carried out at school with other Roma female pupils (2 afternoons per week) and by exercises to be carried out at home with the help of a cultural mediator.



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Can you describe the philosophy, values behind the good practice:

Early school leaving rate of Roma female children is very high and it is due to their cultural background: at the age of 9/12 Roma female children change their role in the family, they are considered women and they have to collaborate with the other women of their community and help the family. In this period, Roma girls are allowed to meet boys only if accompanied by a member of their family, in order to protect them from bad encounter. This cultural background leads to a not regular school attendance and, consequently, to early school leaving.

Target groups

Is there a special

Age:

10-14 years

Composition of participants in the good practice:

Roma female children and their family, Roma cultural mediators, teachers

Cooperation

Is the good practice open to cooperation's or actors and in case it is to which?

Yes, cooperation of public schools, families, Roma associations and involvement of cultural mediators.

National and European Roma Strategies

How addresses the good practice the aims of the activity the aims of National / European strategies and policies?

The good practices addresses the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: "An EU Framework for National Roma Integration Strategies up to 2020" (COM 2011(173), Brussels 5.4.2011), namely that:

- member states should ensure that Roma children have access to quality education and are not subject to discrimination or segregation
- Roma pupils complete at least primary school
- Member states should reduce the number of early school leavers.

The first point above is also one of the main objectives of the Italian strategy for Roma inclusion (Strategia Nazionale d'Inclusione dei Rom, dei Sinti e dei Caminanti, Attuazione Comunicazione Commissione Europea n. 173/2011).

The good practice addresses also one of the crucial levels envisaged when approaching the improvement of integration of Roma in education, described in the study "Improving the



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tools for the social integration and non discrimination of Roma in the EU” (European Commission, DG Employment, June 2010): to ensure the stay in the educational system. Moreover, reduction of early school leaving is a general priority on the Europe 2020 strategy and also this priority is in the focus of this good practice.

Contents and elements of practice – what happens, how, which methods are used

What activities are planned in the service, e.g.:

- Socialization activities (such as sports, participation in a theater group, recreational activities)
- Activities of teaching and improvement of language (such as language, micro-language or literacy courses)
- Activities of legal advice and mediator

Activities of teaching at school and exercising at home with the help of a cultural mediator. The educational programme is based on 7 learning units, established by the school and the cultural mediator.

Does the good practice consist of one of the above-mentioned activities, or of the interaction of several?

Interaction of teaching activities and mediation.

What are the effects and how are these measured?

Between 2000 and 2005 (the project period) 40 Roma female children were involved in the project. In June 2005, 23 Roma female children finished elementary school and later got the Lower secondary level leaving certificate.

How is the activity connected with other, inclusive strategies, like employment, health, housing for Roma?

What of this good practice seems transferable in other contexts, national, European, under which conditions.

Are you able to give us some ideas?

Yes. The project was funded by the Municipality of Pescara, from the funds of the law 285/96, therefore from public funds and was carried out with the collaboration of a Roma association and a public elementary school. These institutions provided the necessary resources (staff and materials) in order to carry out the project.



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Which recognitions out of the activity could be a contribution to general recommendations at local, regional, national, European level?

Strong collaboration of public institutions (primary school in our case) and Roma families is needed (with the help of cultural mediators, eventually), and the adjustment of the services to the cultural background of Roma pupils.

Can you report on the quantitative results achieved through the implementation of the service?

Between 2000 and 2005 (the project period) 40 Roma female children were involved in the project. In June 2005, 23 Roma female children finished elementary school and later got the Lower secondary level leaving certificate.



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Italy

Title of Project / Service "At school with Roma children"

Is there a project website: (not a real website but information in Italian)
<http://www.operanomadimilano.org/progetti/progetti.htm>

Access

Can you explain how the good practice is accessed?

The project is based on various activities (see below) carried out by Roma cultural mediators and educators, operating in public primary schools in the proximity of 3 Roma camps in the suburbs of Milan. Any of the families living in these camps can access the service with the help of the cultural mediators.

Aims and objectives of the good practice

Can you describe the aims and objectives of the good practice:

Main aims of the project is to fight against early school leaving of Roma pupils and to fulfil all children's right of education, moreover to promote the use of healthcare services and equal opportunities in getting access to local social services for Roma families. A long-term objective of the project is to prevent Roma children's deviance.

Other long-term aim of the project is to create more contact and closer relationships between Roma and non-Roma pupils, by creating possibilities of collaboration on different activities, such as music groups, concerts, storytelling workshops, etc. (for details see below)

Please describe services/tools provided by the good practice:

- Training of Roma cultural mediators (100h training)
- Services offered by the cultural mediators, such as:

Linguistic and cultural mediation at school, in order to:

- Welcome new pupils and help their school integration
- Ensure communication between the school and the family, regarding school attendance, absence, evaluation processes and the child's behaviour
- Plan and implement intercultural workshops focusing on storytelling and the recovery of traditional Roma tales
- Accompany the school pathway of minors and youngsters



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Help the work of the schools and the association “Opera Nomadi” in facilitating the communication with Roma families when giving information regarding school enrolment, public transport, books, school canteen.

And of course mediating in problematic situations between the institutions and the families.

Linguistic and cultural mediation in healthcare services, in order to:

- Improve communication and collaboration between clients, mediator and healthcare employees
- Promote health education at Roma camps by informing the families on available local healthcare services
- Help Roma communities to switch from a spontaneous access to healthcare services to a more enduring and conscious one
- Promote a network of services to support Roma families and minors
- Give support to social service providers regarding school and housing issues
- Support and involve Roma families in educational and healthcare projects

Cultural workshops and activities offered by educators with the support of cultural mediators, such as:

- Musical activities: music helps people getting together and children can express their emotions through music. Moreover, the challenge of a final concert helps them to acquire more self-confidence and to overcome their initial complexes.
- Storytelling: tales help children to get more confidence in their capacities to overcome difficulties by identifying themselves with the hero. They are also useful to improve their creativity and imagination.
- Social theatre activities: this allows children to experiment themselves, while respecting rules. In a protected environment and frame they learn how to express themselves and which are their hidden resources.

Can you describe the philosophy, values behind the good practice:

There is a Roma population of approx. 4000 Roma people living in Milan (and 10.000 people in the whole province). The first problem when addressing this target group is that public institutions don't know or just estimate data regarding this target group.

This “ignorance” or “not awareness” obstructs the mobilization of adequate staff and public resources and leaves the school to deal alone with complex social problems.

One thing is sure: housing affects significantly the conditions of Roma population and a stable home helps considerably the school inclusion of Roma children, while Roma families living in camps and therefore not able to attend school regularly are much more



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disadvantaged compared to their classmates (health problems, poverty which lead to social exclusion).

In this situation Roma communities tend to close up and become even more isolated than before. This project addresses this situation by training and inserting Roma cultural mediators at schools and healthcare services, in order to create a “bridge” between Roma communities and public institutions and to activate preventive, accompanying and supporting measures in the educational field.

Target groups

Is there a special

Age: children attending elementary and lower secondary schools (6-14 years)

Composition of participants in the good practice: Roma children (6-14 years), cultural mediators, educators, school staff

Cooperation

Is the good practice open to cooperation's or actors and in case it is to which?

Yes, cooperation of public schools, a national volunteer association “Opera nomadi” and a funding body, Unidea-UniCredit Foundation (and of course cultural mediators, educators, Roma children and their families).

National and European Roma Strategies

How addresses the good practice the aims of the activity the aims of National / European strategies and policies?

The good practices addresses the objectives of the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions: “An EU Framework for National Roma Integration Strategies up to 2020” (COM 2011(173), Brussels 5.4.2011), namely that:

- member states should ensure that Roma children have access to quality education and are not subject to discrimination or segregation
- Roma pupils complete at least primary school
- Member states should reduce the number of early school leavers.

The project addresses also various objectives of the Italian strategy for Roma inclusion (Strategia Nazionale d’Inclusione dei Rom, dei Sinti e dei Caminanti, Attuazione Comunicazione Commissione Europea n. 173/2011), such as ensuring access to education



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without any discrimination, ensuring the improvement of the living conditions and the active participation in society of the Roma population, as well as the full use of their rights. The good practice addresses also one of the crucial levels envisaged when approaching the improvement of integration of Roma in education, described in the study “Improving the tools for the social integration and non discrimination of Roma in the EU” (European Commission, DG Employment, June 2010): to ensure the stay in the educational system. Moreover, reduction of early school leaving is a general priority on the Europe 2020 strategy and also this priority is in the focus of this good practice

Contents and elements of practice – what happens, how, which methods are used

What activities are planned in the service, e.g.:

- Socialization activities (such as sports, participation in a theater group, recreational activities)
- Activities of teaching and improvement of language (such as language, micro-language or literacy courses)
- Activities of legal advice and mediator

All of the 3 listed above (for details see “services and tools provided”).

Does the good practice consist of one of the above-mentioned activities, or of the interaction of several?

Interaction of all of them.

What are the effects and how are these measured?

The project is addressed to the 250 children (in school age) and their families (620 people in total) living in 3 Roma camps in the suburbs of Milan. While in the academic year of 2005/06 there were 500 Roma children enrolled at primary school in Milan (and 900 in the whole Province) this number increases by 100 pupils every year.

How is the activity connected with other, inclusive strategies, like employment, health, housing for Roma?

The project foresees information provided to Roma families regarding school enrolment, public transport, books, school canteen and linguistic mediation in healthcare services. For details see “services and tools provided”.

What of this good practice seems transferable in other contexts, national, European, under which conditions.

Are you able to give us some ideas?

Yes. The project was funded by the Unidea-UniCredit Foundation and addresses the main issues of the Europe 2020 strategy. In order to implement the project a strong collaboration between a Roma association and public schools and healthcare system is necessary. These



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institutions can provide the necessary resources (funds, staff and materials) in order to carry out the project.

Which recognitions out of the activity could be a contribution to general recommendations at local, regional, national, European level?

Training and insertion of Roma cultural mediators is needed at primary schools and healthcare services, in order to create a “bridge” between the Roma families and the public institutions. Moreover, holistic projects are needed that involve all the important actors of the integration process: institutions, Roma and non-Roma families, cultural mediators, educators.



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Romania

Title of Project / Service	Mobile school for Roma children
Dates	Project was implemented in year 2004
Duration	6 months
Is there a project website:	http://www.amarerromentza.org/vara.html

Access

Can you explain how the good practice is accessed?

The project's aim was to improve the self-esteem and the school performance for 70 Roma children from Bucharest.

The project was promoted all over the country and could be a positive example for Romania but also for other countries all over Europe.

Aims and objectives of the good practice

Can you describe the aims and objectives of the good practice:

- Rebuilding self-esteem for 30 Roma children and developing their perception regarding ethnic identity to which they belong;
- Improving school performance for 40 Roma children;

Please describe services/tools provided by the good practice:

This project proposed a possible model for school change: mobility, both in space and in the method. In fact, in this project were planned two mobile schools in the mirror. One of them is a mobile summer school, during which children have visited traditional Roma communities and also have discovered and acquired creative skills. The second was a mobile school for additional training, within the teachers of four schools in Roma neighborhoods in Bucharest had the chance to meet different children, and, at the same time, had the chance to improve their own methodology in the process. Education was based, in this project, on the tutorials related to teaching methodology, mentoring type, direct and full participation in the decision of the child, on his creativity and his abilities, on his concern of being single, part of a well-defined ethnic group.

The project coordinator had preparatory meetings with school directors, teachers and Roma parents from partner schools and discussed with the participants the possibility of implementing this project. All agreed to support this project.

The next step was preparing an itinerant Summer School "Rromanipe".

Continuity of the project Roma children involved in this project is still monitored and some of them were already taking in projects with similar goals. Programs on increasing self-



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esteem and extra school readiness for Roma children continue with the help of Roma students volunteers. Our association will sign a partnership with the School Inspectorate of Bucharest, to expand and continue this project. Project activities presented in "A Thagaroro" is a good practical example that can be taken and implemented by local authorities in other regions.

Can you describe the philosophy, values behind the good practice:

Methodology of work with Roma pupils was one marked by creativity and interactivity. To the children were shown documentaries about the history and culture of the Roma, trainers talked to the children about various issues of interest, including self-esteem, relationships with teachers, fears, doubts, aspirations for the future. Trainers helped children with homework and they explained why they did not get it at school.

Also have booked every session, at least half an hour to speak to children about Roma traditions.

Roma students were chosen as trainers because they are examples of success; they can serve as models for Roma children. Motivated by the model of trainers and improving their understanding of the ability by putting into practice the lessons learned in school, Roma children who participated in the project began to regularly attend school and school performance have been improved. These results were closely monitored and evaluated by the trainers of the project and confirmed by school teachers.

This was a pilot project, a new approach to school education, which attempted to experience a school change model for flexible teaching methodology and empowerment of students through their involvement in the interactive formal process.

Target groups

Age: 10-15

Composition of participants in the good practice:

70 Roma children between the ages of 10 and 15 years, from Bucharest;

Roma community from Bucharest (70 families), Roma children and non-Roma children in schools included in the project.

Location: Bucharest, Sinaia, Brateiu (Sibiu county).

Results:

- 30 Roma children aged between 10 and 12 years trained for a better understanding of themselves, to respect and affirmation of their ethnic identity;
- 40 Roma children between the ages of 11 and 15 beneficiaries of additional training to improve their academic performance;
- exhibition with the drawings of Roma children;
- Roma children's magazine "O Thagaroro".



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Cooperation

Is the good practice open to cooperation's or actors and in case it is to which?

The activities were implemented with the involvement of different stakeholders: teachers, children, young students, parents and communities.

National and European Roma Strategies

How addresses the good practice the aims of the activity the aims of National / European strategies and policies?

The projects activities are in compliance with national and European strategies.

Contents and elements of practice – what happens, how, which methods are used

What activities are planned in the service, e.g.:

In this regard, the following activities were conducted:

- selection of 30 Roma children attending the summer school "Rromanipe" (selection criteria: age between 10 and 12 years, the desire to know the life and traditions of Roma, artistic abilities in music, painting, literature, etc..)
- select and contact 4 trainers (painter, musician, communication expert, traditional Roma jeweler, Roma culture expert)
- selecting local traditional Roma community where it will go traveling summer school (community Căldărari of Brăteiu / Sibiu)
- selecting and contacting a local Roma coordinator, which will organize workshops in the Roma community
- selection of three volunteers (Roma mothers and students) as entertainers for summer school
- preparing documents and training materials (books about Roma culture, documentary films, audio and video)
- drafting of the summer school program (the final version will be adopted in summer school, with the contribution of children)

Summer School itinerant "Rromanipe" took place between 3 and 9 August 2004 and attended 40 people:

30 Roma children, the project coordinator (also Roma culture expert), two project assistants, four trainers, 3 volunteers

- August 3: left Bucharest and accommodation in Sinaia opening ceremony of the Summer School, discussion and adoption of the summer school program
- August 4: caldarari community workshops in Brateiu / Sibiu evening: traditional music auditions Roma (Roma Puranas GILIA)
- August 5: visit Peles Castle, training - communication module, interactive group games, the first Roma culture ethnographic theater session: children were informed



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about possible themes from Roma culture and history which can be presented as ethnographic pieces, then they were divided into 3 groups and each group chose a topic for ethnographic play.

- August 6: Training module Roma culture and history (first session) jewelry workshop; contest "Steps for creating jewelry" which had the prize jewelry made by Roma master silversmith, the second session of ethnographic theater Roma culture .
- August 7: Training module Roma culture and history (second session) ethnographic theater third session (rehearsal) painting and drawing workshops, painting and drawing competitions on Roma topics - the best of them were presented at the exhibition organized at the end of summer school, tailoring workshops for children - they learned to manufacture traditional Roma costumes and each child received as gift the suit they made; evening: Roma traditional dancing contest
- August 8: Trip to the mountains at Cota 1400 (including activities for Scouts), four sessions of ethnographic theater on the Roma culture (rehearsal), group games, sports (football, volleyball, badminton) where were given awards: balls and badminton sets, evening: three groups of children played, each ethnographic play that they prepared ("Amaro Biau" / "traditional Roma wedding", "Rromani Kris" / "Traditional Roma Judgment" "Hardelezi" / "Easter spoitoresc") - everything took the form of a drama competition: the best actors received awards such as books, audio and video tapes about Roma culture, the closing ceremony of the summer school: traditional Roma music and dance show presented by the group of Roma children "Rhapsody Roma" in Constanta and, finally, diplomas and gifts of books and audio tapes of Roma for children
- August 9: Departure from Sinaia and arrival in Bucharest.

Besides the activities presented were performed daily activities such as brainstorming sessions and thematic sessions on self-esteem and ethnicity; trips to surrounding locations with cultural significance and evening, presentation of documentary films about Roma culture and history. Summer school was also a creative space where children were encouraged to write poetry, to tell stories and to prepare the future for Roma children magazine "A Thagaroro".

Roma children's magazine "O Thagaroro" was done in electronic version and has been sent by email to all national and international Roma networks, to approximately 3,000 readers. The magazine contains the creations of Roma children such as poems, stories and drawings, a synthetic material about the culture and history of Roma, tales and poems bilingual, material about the life of Roma personalities who talk about their childhood. The next task of the project was "Mobile School in my neighborhood" (additional school readiness for Roma children).



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Preparatory activities were conducted this way:

- Selection of four partner schools (selection criteria: significant number of Roma pupils, the positive experiences of our association in collaboration with the respective schools), in which will be initiated the mobile school: Elementary School 102 "General Eremia Grigorescu" Elementary School no.148 "George Radulescu", Elementary School No. 153, Elementary School No. 73;
- Selecting and contacting trainers (Roma students) for additional preparation in math and Romanian, offered to Roma pupils - the methodology was based on tutorship: the trainer as a big brother of Roma children, and also a successful model for it;
- Selection of 40 Roma children, 10 from each partner school (selection criteria: age between 11 and 15 years, poor financial status, low academic performance and parental consent);
- Establish additional training program (2 sessions, each lasting an hour and a half: one for Romania language and one for math twice a week at each school).
- Discussion and approval of the methodology, together with trainers and Roma children.

"Mobile School in my neighborhood" was conducted over a period of three months: October, November and December 2004.

Selected trainers for additional preparatory offered tutoring for 40 Roma children from 4 partner schools. Trainers moved in each school after a predetermined schedule. In each school took place two weekly sessions, each session of one hour and a half: a meeting for Romanian language and one for math. Each trainer has worked with a group of 10 Roma children. The children received books, notebooks, pencils and pens. Moreover, during mentoring session, they received a snack, because it was necessary to stay over the curriculum.

For Christmas, children prepared celebration "Santa is Roma" with Roma traditional music, dances and poems and received gifts from trainers. The project was constantly monitored by the team and, in case of difficulty, the methodology was improved along the way, but always with the children, taking into account the needs, proposals, suggestions and their views, not seldom critical. Socialization activities (such as sports, participation in a theater group, recreational activities)

- Activities of teaching and improvement of language (such as language, micro-language or literacy courses)
- Activities of legal advice and mediator
- Roma culture ethnographic theater session; jewelry workshops; painting and drawing workshops; tailoring workshops; group games, sports (football, volleyball, badminton); brainstorming sessions and thematic sessions on self-esteem and ethnicity; trips to surrounding locations with cultural significance and evening,



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presentation of documentary films about Roma culture and history; creating Roma children magazine "A Thagaroro"; learning Romanian language and math.

Does the good practice consist of one of the above-mentioned activities, or of the interaction of several?

Interaction of several

What are the effects and how are these measured?

The children were evaluated at the beginning of tutoring sessions, have been tested the level of knowledge, so that trainers can establish their teaching plan. They then made monthly evaluations and a final evaluation. Besides improving performance at Romanian language and literature and mathematics, Roma children have improved knowledge about the culture and history of Roma.

How is the activity connected with other, inclusive strategies, like employment, health, housing for Roma?

The project addressed the problem of education.

What of this good practice seems transferable in other contexts, national, European, under which conditions.

Are you able to give us some ideas?

All activities could be multiplied to other countries or regions.

Can you report on the quantitative results achieved through the implementation of the service?

Results:

- 30 Roma children aged between 10 and 12 years trained for a better understanding of themselves, to respect and affirmation of their ethnic identity
- 40 Roma children between the ages of 11 and 15 beneficiaries of additional training to improve their academic performance
- exhibition with the drawings of Roma children
- Roma children's magazine "O Thagaroro".