

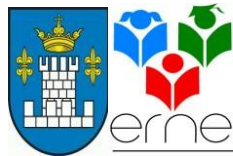
ERNE

European Roma integration good practice exchange and policy NETwork



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Contents	
INTRODUCTION	4
VOCATIONAL EDUCATION AND THE SITUATION OF ROMA POPULATION IN PARTNERING COUNTRIES ..	4
Educational system.....	4
Austria.....	4
Belgium	5
Croatia	6
THE SITUATION OF ROMA IN PARTNERING COUNTRIES.....	7
Italy	7
Germany	8
Romania.....	8
Croatia	9
MAJOR SEGMENTS IN ROMA INCLUSION IN VOCATIONAL EDUCATION FROM GOOD PRACTICE EXAMPLES.....	10
Project/program or good practice service	10
Sources of financing	11
Legislative context	12
Good practice tools	13
Following the inclusion of Roma	15
Achieved results in good practice results.....	18
<i>Italy</i>	18
<i>Germany</i>	18
<i>Romania</i>	18
<i>Croatia</i>	19
COLLECTED BEST PRACTICE EXAMPLES IN PARTNERING COUNTRIES	20
Italy	20
Example one	20
Example two	21
Germany	23
Example one	23



Example two	23
Romania	24
Example one	24
Example two	25
Croatia	27
Example one	27
Example two	27
Example three	28
Example four	29
CONCLUSIONS	30



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INTRODUCTION

VOCATIONAL EDUCATION AND THE SITUATION OF ROMA POPULATION IN PARTNERING COUNTRIES

Educational system

The project partners have been requested the information regarding the educational system in their countries. Austria and Belgium showed the summaries of their secondary - vocational education, as has Croatia.

Austria

Compulsory education starts at the age of six and lasts for nine years. The primary level of education is four years. The secondary level starts from junior high school. Students have a choice of two types of school for a period of four years: lower secondary school (Hauptschule) and a lower level of academic secondary school. Middle School enables basic general education and prepares students for higher secondary level and the world of work. The lower level of academic secondary school provides a broad and advanced general education in the three groups with different programs: classical grammar school with Latin, real grammar school - science and real grammar school - the economy.

In the school year 2008/2009 a pilot program of new secondary schools at the lower secondary stage for 10-14 year olds was carried out, in which a grammar-school curriculum is carried out at a lower level. The program shall be introduced permanently in 2016.

Higher secondary level for most Austrian children is the final year of compulsory schooling. Then they can choose between vocational and general education studies. VET programs - vocational programs with secured training period - a dual system of VET schools and VET college for 15-18 years- old.

General education is introduced at a higher cycle - AHS - higher cycle of academic secondary schools depending on their interests: classical, business, science, music, art, language. 80% of school children choose vocational education at the end of the lower secondary level.

VET programs – vocational programs

Young people who want to attend vocational programs in the dual system, after lower secondary schools, are required to complete the ninth year of compulsory schooling. It is in

most cases done in one year in a pre-vocational school, the last year of compulsory education. Because of the diversity of subjects, students visit companies and are given practice in workshops in pre-vocational school. Students are offered career counselling. Training for the internship is provided by the companies where they train in a workshop at the school. The practical training makes up 80% of the training time. The task of the vocational schools is to expand general knowledge of students and complement the specific knowledge and skills that are taught in the companies. Depending on the internship training, the training lasts for 2-4 years, in most cases three years. At the end of the training, each trainee can take the internship exam.

Young people with special disabilities have the right to attend integrated vocational programs for special needs. They have assistants and supervisors to monitor their work.

Another form of vocational education is VET schools, higher secondary level, which aim to provide general subjects for specific knowledge so that immediately after graduation they can start working in their profession. This usually lasts for 3-4 years, but there are also one- or two-year programs.

Schools of public health and nursing begin after 10 years of schooling. Students work in a dual system, have the practice in the hospital, the theory at school, and at the end the students can take the exam to transfer to higher schools.

After VET vocational schools there is the option of attending technical sciences college.

Belgium

In Belgium, there is a high percentage of vocational education. In 2011, nearly three out of four Belgians had at least upper secondary education and 71% among adults aged 25-64, while OECD countries average is 75%. The younger generation has even better results, 82% among 25-34 year olds have at least upper secondary qualification, the same as OECD countries average. It is expected that 68% of young people will acquire the upper secondary level qualifications (OECD average is 47%).

Program orientation

With higher vocational education, young people can acquire the skills, knowledge and practical experience relevant to specialized professions that will make it easier for them to enter the labour market in the times of crisis. There are 7% more employees who have a higher vocational qualification than of those who have a general qualification.

In Belgium, the education system is well-funded, and Belgium is in eighth place among OECD countries at an annual expenditure per student of \$ 11,028 compared to the OECD average of \$ 9,308. Also teachers have higher salaries and there are small groups of students per teacher. The private cost at all levels of education in Belgium is 5%, while the OECD average of 16%.

In four years of recession (2008-2011) Belgians were still working, and unemployment increased only by 0.2%.

In Belgium, 15-29 year olds: 47% students, 43% are employed, 13% unemployed, in the OECD: 47% students, 37% are employed, 16% unemployed.

In 2008-2011 many young people remained in the educational system: an increase of 5% for students with higher secondary education and 3% for those with tertiary education.

Other findings

Almost all 3 and 4 year olds enrolled in pre-primary education in Belgium, 47% in public and 53% in private institutions.

Over the past decades, tertiary education has increased and led to significant improvements in the educational attainment of younger generations with 42% of 25-34 year-olds with tertiary degrees, more than EU21 average of 36%. Only 25% of 55-64 year-olds in Belgium acquired tertiary degree, while the OECD average is 24% and EU21 average is 21%.

In 2011, more women (37%) obtained a tertiary degree than men (32%). Over the past decade the average annual growth rate of achievement at the tertiary level has been increasing faster among women (3.5%) than among men (2.4%), while OECD average is 4% among women and 2.4% among men.

Croatia

Secondary education system is regulated by the Law on Education in Primary and Secondary Schools and the Law on Vocational Education. Main three types of high schools are: grammar schools, vocational schools and art schools. The duration of secondary education depends on the program, so some programs in vocational schools last 4 years and some (industrial and craft) between one and three years. Founders of high schools can be: The Republic of Croatia, the regional authority (county) and other legal and natural persons.

The vast majority of schools are in the public domain. The rate of participation of young people in secondary school education is shown in Table 3.

Table 3. The rate of participation of young people in secondary school education

Year	2004	2007(aim)	2010(aims)	EU average 2004
Percentage of participation	79,2%	81,0%	83,0%	85,0%

Data for 2004 shows a lag of Croatia behind EU average, but the intention is to increase the rate of participation. On the other hand, the Eurostat data on the share of the population between 20 and 24 with completed secondary education (ISCED level 3a, 3b and 3c) shows that in the share in Croatia in 2006 was better than the European average and totalled 94.6%, compared to European 78.1%. (MHSW, 2008).

According to the Law on Education and in accordance with the European Charter on Regional and Minority Languages, the members of national minorities have the right to education in their

own language and script, with mandatory learning of Croatian language, along with other models of learning the language and culture of national minorities which are realized in schools in the Croatian language.

Children with disabilities are educated in mainstream schools through regular, personalized or special programs or, when it is the only real possibility, in special institutions under special programs with the proper rehabilitation and social support. The educational policy is aimed at promoting secondary education for all students ready for enrolment in high school, and for Roma students scholarships and tuition are provided in adult education programs in the case of first occupation. According to the Ministry of Science, Education and Sports, at the beginning 2011/2012, 425 Roma students were included in secondary education system (214 M, 211 W). Since the number of students in secondary schools in relation to the number of elementary school is unsatisfactory, MSES facilitates enrolment of Roma, because they live in conditions that could affect their success in elementary school. In addition, the Ministry of Science decides on all the specifics (for example, to increase the number of students in the classroom in order to facilitate enrolment of students on the basis of the National Programme for the Roma). For all the regular high school students MSES provides scholarships and needed accommodation in student dormitories. Despite these measures, a very small number of the Roma population completes the four-year secondary education.

In Koprivnica-Križevci county, 26 students of the Roma minority attend vocational school in 2013/2014.

Part of the Roma youth over the age of 15 who have not completed primary school is trained in adult education programs.

THE SITUATION OF ROMA IN PARTNERING COUNTRIES

Italy

When it comes to Florence area, where the partner P6 has its headquarters, a high percentage of Roma population comes from Romania. The discrimination of Roma population in Romania is greater than in Italy so the Roma are often excluded from public health system, education system and labour market in their own country.

When they arrive to Italy, they often do not have access to basic medical services (because they do not have medical insurance card in their own country) and often live in camps and overcrowded houses with no hygienic conditions. Therefore, when they first encounter an education system, in primary school, they are already at a disadvantage with other pupils.

On national level, Abruzzo is a region with the most Roma settlements. For a while now, in the town Giulianova (Teramo county – Abruzzo) there is a Roma community of around 200 people. Among them there are 90 minors of which 60 are children of primary school age. In 1998 the ostracism of Roma children was significant. Most Roma minors were forwarded to authorities and ended up in L'Aquila training camp (juvenile prison) which was number one in Italy considering the ratio of territory size and population. Female Roma children leave school early

in great numbers, often for cultural reasons. At the age of 9-12, female Roma children change their roles within the family and within a group identity. They are considered women and they start working with other women in order to support the family. During that time, female Roma children can meet persons of the other gender only while chaperoned by relatives in order to protect them from inappropriate behaviour. This cultural peculiarity in Roma population results in irregular school attendance and dropping out.

Germany

After the accession of eastern European countries to EU, especially Romania and Bulgaria, there has been a higher immigrant inflow. Prevailing share of families emigrating from those countries are ethnically Roma. These people come from extremely poor living conditions. It is clear that education, health and accommodation are the three most important areas that need to be resolved at a local level. This is especially clear in a city borough Neukölln, in Berlin, where there have been intensive discussions on how to resolve the immigrant issue, especially of Roma immigrants. Therefore, there is a direct need for resources and policies for resolving these issues.

Despite the simplified process of formal registration, the great majority of those immigrants is not registered, either because they migrated back, or they registered at a later time. For that reason the immigration wave of people who want to stay permanently was not recognized in the beginning. The space capacity in high schools in North Neukölln was full, so extra small classes were formed in South - Neukölln, especially for immigrants from Romania and Bulgaria who did not speak German.

Due to language barrier there is a dire need in high schools for additional teaching staff, translators and cultural mediators, but also practical learning methods. Apart from that, children must attend preschool/kindergarten to enable them to learn the language at an early age and raise their educational prospects, regardless of their descent.

Romania

Statistical data in Romania shows that just a little over half of Roma children (51%) attends school and that 7% of Roma men and 3% of Roma women completed high school, when compared to 73% of men and 61% of women in general population. Main obstacles to educational achievements of Roma pupils lie in the lack of knowledge of the local language with Roma children, poverty of Roma families, prejudice towards Roma children and low expectations of teachers when it comes to Roma pupils. Also, difficulties in integration may occur because their parents do not know where or how to enrol their children in school. Besides those reasons, the lack of personal hygiene and the necessary immunisation of Roma children causes health issues in public schools which in turn is used as justification for the exclusion of Roma children from schools. In Romania, for example, school principals claim that Roma children cannot be integrated into schools because they might cause schools to fail their health inspections.

Statistical data from Romania suggest that socio-economic characteristics have the prevailing influence to school attendance of Roma children. For example, it is more likely for Roma children to attend school if they live in mixed communities than those children living in Roma settlements or villages. Also, children whose father is employed or whose mothers completed more than eight years of school are more likely to regularly attend schools. Therefore, the socio-economic characteristics should be considered when examining the impact of education programs on school enrolment, school attendance and achievement indicators of Roma pupils. Unlike compulsory education, there is no evidence that the proportion of Roma who have completed secondary school has increased over the last two decades. Preschool activities, which are not compulsory, hardly exist in Roma communities.

In order to facilitate the attendance of school programs for Roma children, the courses of Romani language for non-Roma teachers started in 1997. As a result, the number of Romanian children who attend school in Roma language has increased from 150 in 1992 to 1717 in 1998, but it represents only a very small fraction of Roma children in Romania.

Croatia

The contemporary situation of Roma in Croatia is reflected in two characteristic forms of coexistence. Roma communities living in relatively isolated and separate neighbourhoods preserve their national and cultural self-awareness, but it occurs as a consequence of poverty and backwardness in relation to the environment. In contrast, the standard of living among the Roma population living mixed with the majority population is significantly better, but at a price of loss of national identity determinations. The same situation is in Koprivnica-Križevci county and neighbouring villages with Roma settlements.

The exact number of Roma who live in the Republic of Croatia, including those living around Koprivnica and their territorial distribution is difficult to determine for several reasons, including the resolution of a number of Roma to identify themselves as members of other ethnic groups and the frequency of their migration. Therefore, the results of the official census (according to the census of 2011 Roma in Croatia has 16.975 / Koprivnica - Križevci County 925, Koprivnica 149) are only an indication of the real situation. According to estimates by the Council of Europe, there are between 30,000 and 40,000 Roma in Croatia. It is estimated that in Roma settlements around Koprivnica there are more than 300 Roma.

The family is the fundamental element of the Roma social structure, with the specific traditional provisions. The Roma mostly speak the Roma language. Roma households are predominantly young and about 55% of the population is under the age of 19. Roma families are organized according to traditional roles. Attitude towards women is not equal. Women are often marginalized and discriminated against, which is reflected in the education of their children and in the way a family functions. Additionally, there is a high fertility rate. In some Roma communities, arranged marriages, under-age marriages and forced marriages are still prevailing as "traditional practice." Woman in Roma society is subordinated and therefore with no great possibilities of family planning.

Unfavourable socio-economic situation of the Roma is caused by deep-rooted social problems associated with poverty, low education, high unemployment, inadequate housing and living conditions, poor health status and a wide range of discrimination. Intertwined and mutually causally linked, these negative factors create a closed circle of social exclusion which Roma are unable to resolve alone and without support. Low living standards of most Roma as well as the ever-present marginalization contribute to their dependence on social welfare.

The differences between the Roma and the majority population are significant, in regards to family and education. Part of Roma population marries early and there are also teen pregnancies, which is another cause of absence from the educational process. The differences in lifestyle and value system between the Roma and other groups result in the appearance of stereotypes, mistrust and unwillingness to converge and create understanding between the two groups, thus deepening the gap between them. In Koprivnica, there are shifts in addressing the marginalization of the Roma community and the desire to incorporate the same in both the educational system and in the wider community.

MAJOR SEGMENTS IN ROMA INCLUSION IN VOCATIONAL EDUCATION FROM GOOD PRACTICE EXAMPLES

Project/program or good practice service

Partners in the project ERNE have chosen five projects and three programs as good practice examples. The partner from Italy chose projects:

- *Giovani Si* (publicly funded internships for young people) and
- *Twin Apple* project.

The German project and program:

- *BVBO* Berliner Programm für berufliche Orientierung i
- *Service compass.mitte*.

Romanian partner chose the projects:

- Centre for Professional and academic counselling, mediation and support for young Roma and
- Competitive young Roma with equal opportunities in the labour market

Croatian partner chose programs regarding the education of adults:

- The training program for Roma assistants
- Training program for cleaners
- Project 'For Literate Croatia: The Way to a Better Future (Decade of Literacy in Croatia from 2003 to 2012) and
- Project "Step toward new life opportunities."

Sources of financing

Financing of 'Giovani SI', in the total amount of 500€ a month, is partly provided by the Tuscany Region (300€), and partly from the company hiring the interns (200 €).

If the intern is Roma, asylum seeker, refugee or a bearer of international protection and is residing in "Polifunzionale Centre" (living space financed by the Ministry of internal affairs (UNRRA) and UN funds controlled by the city of Florence and the cooperative il Cenacolo. This means that, unlike regular internship under 'Giovani Si', the company does need to finance the intern.

Twin Apple project is financed according to Law number 285 dated on August 28, 1997 regarding the rights and opportunities for minors.

BVBO Berliner Programm für berufliche Orientierung is financed from ESF with national co-funding by the Employment agency, and since 2011 at the national level, it is financed by the the Senate and Department for labour, women and integration

Service compass.mitte is financed by the Berlin-Mitte county.

Project Centre for Professional and academic counselling, mediation and support for young Roma is funded by the Foundation Toflea, the Netherlands Foundation for Eastern and Central Europe, the Association Amare Romentza.

The project "Competitive young Roma with equal opportunities in the labour market" is funded by the European Union through the European Social Fund, Operational Programme Human Resources Development (ESF).

The training program for Roma assistant is funded from multiple sources. Croatian Employment Service- Regional Office Križevci, local government - city Đurđevac, EU funds from the IPA IV. Project "The new tomorrow for the Roma community in Đurđevac" (Applicant Centre for Social Welfare Đurđevac)

The training program for cleaners is funded by EU funds from IPA IV Project "The new tomorrow for the Roma community in Đurđevac"

The project "For literate Croatia: way to a better future" is funded by the Ministry of Science, Education and Sports of the Republic of Croatia.

The project "Step towards new life opportunities" is funded from the Operational Programme for Human Resources Development (HRD OP) 20072011.

Legislative context

Project 'Giovani SI' is related to the amendment of the Law on Regional apprenticeship (Legge Regionale n.3 del 2012 "Modifiche alla Legge Regionale n.32 del 2002 in materia di tirocini). The law enables a 500€ refund a month, which is given to the intern. In the case of vulnerable persons, the Region allows a full refund (Article 17 ter point 8).

Project Twin Apple is based on Law number 285 dated on August 28 1997, and it concerns regulations for the promotion of rights and opportunities of children and young people.

Service compass.mitte is financed under SGB VIII of German Law.

The training program for Roma assistant is based on the competition "Establishing Support in Social Integration and employment of socially disadvantaged and marginalized groups" EuropeAid/129121/M/ACT/HR from IPA IV. and based on the measures of Croatian Employment Service from the Action plan for the employment of Roma.

The program is based on the project "Establishing Support in Social Integration and Employment of Socially disadvantaged and marginalized groups" EuropeAid/129121/M/ACT/HR.

The Project "For literate Croatia: way to a better future" is based on the regulation governing the operation of the Primary and Secondary Adult Education, Law on Education in Primary and Secondary Education (Official Gazette 87 / 08).

Primary adult education is conducted in accordance with the prescribed curriculum for adult primary education (Official Gazette no. 136/2003).

Croatian Government, in accordance with the Resolution of the United Nations Literacy Decade for the period of 2003 – 2012, launched the project "For Literate Croatia: The Way to a Better Future (Decade of Literacy in Croatia from 2003 to 2012)." The project is conducted under the guidance and supervision of the Ministry of Science, Education and Sports. Stakeholders are county government offices, open universities, primary schools and other institutions that are authorized to carry out the program of primary adult education.

Project "Step towards new life opportunities" is done within the scope of the competition 'Establishing Support in Social Integration and Employment of Socially disadvantaged and marginalized groups, EuropeAid/131454/M/ACT/HR, which refers to access to the education system with the additional activity of creating employment opportunities for the long-term unemployed welfare recipients.

For other good practice examples the legislative context is not recorded because projects are mainly financed by applying for tenders for grants or trusts.

Good practice tools

Tools used in the good practice examples of partners in **Italy** through the internship program to provide opportunities for young people to prepare for the world of employment through internships, in cooperation and financing of regional governments and companies for a period of 2-6 months with a possible extension for vulnerable groups such as young Roma.

The services that companies can offer working area of integration are:

- Correspondence (good connection) of persons and companies, based on the selection and preparation of candidates
- Training of candidates on the basis of necessary skills
- Implementation of individual or collective training courses before or during the internship period, at no cost for the company
- Support and mentoring candidates during their internship
- Creation of an easy way for the good integration of workers at the time of employment
- Continued support of the person and the company after they leave the project for a period of several months

Tools used for vulnerable young people, mostly those about to be released from prison, were focused at:

- Flexible and individualized teaching methods aimed at improving the transversal competences
- Mentoring Services (monitoring and mentoring during initiation into a job)
- The individualized counselling services
- Creating a network of host companies (with adequate research of job opportunities for every young person)
- Pay for the internship (about 400 € per person, for a total of 200 hours).

In the good practice examples in **Germany** the used tools are highly individualized and provide for the needs of individuals. Schools and trainers can choose the tools that would be best for special needs students.

It is often the case that programs start at school by offering information on different occupations and, among other things, short internships (1-2 days) in small and medium enterprises, additional support during the application phase, as well as competence development (especially social competence).

In service compass.mitte it is possible to individually manage cases by offering a multitude of services. Consulting companies are located all over Berlin, which offer the necessary services and individual support for every situation in life. The starting point in the consultation stage are

individual needs and interests of the person seeking help. The main priority is to find a suitable vocational training for young people by offering:

- Professional vocational orientation
- Support in finding internships
- Complete support (social problems, problems at school, financial support for life)
- Information about the system of vocational education and some occupations
- Support at the application stage
- Accompanying persons to the offices of the company.

The tools used in good practice examples in **Romania** are focused on the support for the inclusion of young Roma in vocational schools as well as support in education, providing information regarding employment opportunities, mediation on the labour market, lobbying and advocacy with labour market institutions and potential employers

Tools used for the Centre for counselling and career guidance for young Roma regarding the integration at the labour market include:

1. Developing skills for career planning, finding and keeping a job for 700 young Roma through the development of tailored career paths, combined with social and psychological support
2. Raising awareness of 700 young Roma regarding social deviation (alcohol and drug abuse, violations and breaking the law) to enhance the ability to make decisions and to avoid early school dropout rate;
3. Vocational training of 120 young Roma, in order to develop their skills and competencies in accordance with the requirements imposed by the labour market;
4. The promotion of an inclusive society by 3500 employees, to monitor changes in social attitudes towards vulnerable groups, in order to increase occupancy rates and sustainable integration of young Roma in the labour market;
5. Developing an innovating pilot program to combat stereotypes and prejudice to Roma people at the level of 300 employees / employers, in order to facilitate access of these target groups to the labour market, leading to the inclusion of the Roma who are at risk of social marginalization.

Used tools in good practice examples in **Croatia**:

The training program for the Roma assistant gives the student the tools in different subjects: pedagogy, child psychology, Croatian language, civil and intercultural education, computer literacy, communication and organizational skills, health education.

Tools that participants acquire during this training for cleaners are: planning and organization of work, cleaning and maintenance - manual and mechanical cleaning, disinfection, basic standards of hygiene and sanitation, communication and behaviour in the workplace, business etiquette, environmental protection, occupational health and safety.

The literacy project enabled the tools for completing primary education, and the possibility of achieving the prerequisites for further education and the acquisition of new skills and better access to the labour market.

Young Roma who have completed these programs have encouraged the rest of the Roma community to enrol in similar training programs.

During the implementation of the project' "Step towards new life opportunities", individuals will receive:

- Individual consultations with a psychologist about their problems
- Training on life skills organized in groups
- Group workshops for the acquisition of knowledge and skills (presentation to prospective employers, writing a CV and cover letter, tips on verbal and nonverbal communication, the importance of teamwork)
- Online video training in English language, IT and business topics
- Skill of making wicker products and techniques of knitting
- Seminars on social entrepreneurship and basic business conditions.

Following the inclusion of Roma

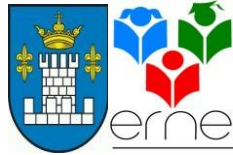
In **Italy** there are various "Giovani Si" information points in the region, and the entire list can be found on the project's website.

Internship is activated through the 'Soggetto promotore' (the holding body) and implemented in 'Soggetto Ospitante' (host body) which can be private or public. In the case of employment after the internship period, the company can benefit from tax relief.

For asylum seekers, refugees and holders of international protection and users of Polifunzionale centre the access to "Giovani Si" is approved by "Work integration areas", one of the additional services provided by the Centre through PACI Project.

The Twin Apples project begins when an employee of the Territorial Social Services, Directorate of Juvenile Justice - Department of Social Services or juvenile prison requires an intervention for disadvantaged young people, mainly those that are about to be released out of prison (or because they have served a prison sentence because the Juvenile Court decided for the alternate the measure of custody). An employee fills out the form in the form of "scheda di segnalazione", which will be evaluated by the Board of Control and if the assessment is positive, the child will benefit from individualized vocational training related to mentorship and counselling.

In **Germany** one can access the vocational orientation program in Berlin only through a school. The idea is to offer vocational education at an early stage (8th grade) to support the decisions young people have to make. All participants are treated equally. There is no special



"ROMA" course and nationality is not put into focus. It is especially important to avoid the development of stereotypes when choosing occupations.

The target group was young people, ages 14-17, pupils included in the school system.

The program is open to collaboration that will support professional orientation, particularly the cooperation with small and medium-sized businesses.

Zukunftsbau is an accredited company for internship that facilitates the work of young people. It was established in 1986 and is engaged in comprehensive and professional training of young people who are at a disadvantage and of long-term unemployed people with a view to integrate them into the labour market. Zukunftsbau offers consulting services, professional training in the 'dual system', vocational guidance and modular program qualifications with integrated support for social welfare. All Zukunftsbau services are based on a complete and lifelong learning to enable participants in not only achieving vocational qualifications, but also in becoming responsible members of society. It is available to all young people under the age of 27, but a general rule is that the door is open to everyone.

In **Romania** the involvement of young Roma is achieved by establishing a centre for counselling and mediation. The centre provides information, counselling and assistance for young Roma, between 16 and 29, in connection with the subsequent integration in the school system or the labour market.

In the other example centre for counselling and career guidance for young Roma is established to integrate into the labour market. The focus was to help young Roma people, 700 of them, in developing the skills of career planning, job search and retention and supporting young Roma people, 120 of them, in finding a job.

In **Croatia** the inclusion of Roma in the skills acquiring process and literacy programs for persons over the age of 15 is conducted through the adult education institutions in accordance with regulations stipulated by the Adult Education Law.

The training program for Roma assistants could be enrolled by a student who has graduated high school, that is at least 18 years old, has skills for working with people, is a communicative person and meets physical and mental criteria for performing the job (a medical certificate of health and mental / physical condition).

During the program, participants will be theoretically and practically familiarized with the tasks and duties of the Roma assistants. Upon the completion of the program they will be able to: independently perform tasks and duties within the scope of these activities, know how to apply the methods of educational work with children, learn to interact with children and their parents as well as educators and teachers, help encourage Roma parents to cooperate with kindergarten / school, know how to motivate children and their parents or guardians to regularly



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visit the kindergarten / school, know how to motivate parents / guardians to regularly come to PTA meetings. They will know how to organize daily and annual work plan. They will gain knowledge in the area of multiculturalism and will be able to continue to cultivate their own. The entire program is conducted over a period of 750 school hours, of which 450 hours of theory and 300 hours of practical training.

The training program for cleaners could be enrolled by participants with primary school. The training program was conducted only with adult learners (those who are 15 years old or older) for personal needs, the needs of the Croatian Employment Service and the organizations that sent them to training.

During the program, the participants learned about the theoretical and practical activities and tasks of cleaning. They learned how to rationally use energy and they acquired practical knowledge and methods of machine area cleaning. They learned how to disinfect areas, were trained to protect the environment, gained knowledge about the application of basic hygiene, sanitation and safety standards at work. They acquired practical knowledge and skills in communication and business etiquette and learned how to practically apply the knowledge gained.

Each year, the funds are provided from the state budget to finance the participants' primary adult education. Therefore, completing primary education is free for all students. The project includes the completion of primary school, and then one of the training programs for easier jobs. The candidate must be at least 15 years old and be a Croatian citizen. She / he must contact the Department of Social Affairs in the Office of the State Administration of Koprivnica – Križevci County (or any other county) and leave documents for registration. The next step is an application for the approval of the Ministry of Science, Education and Sports to begin teaching. After the Open University of Koprivnica (or any institution that has a certificate of the Ministry for the implementation of the program of primary adult education) gets consent, classes are organized. The program of primary adult education is divided into educational periods, from the first to the sixth, each for a period of eighteen weeks. Once students finish the eighth grade, they may enrol into and complete a training program for simpler jobs.

The first activity in "Step towards new life opportunities" Project is selecting the target group that will actively participate in the implementation of the project. Centre for Social Welfare Koprivnica is responsible for the successful execution of activities because this project is closely linked with the regular duties and tasks performed by the Centre. After selecting the target group, two types of workshops were set, individual and group. Individual workshops can achieve a greater connection between experts and users, in order to achieve a greater level of trust, and users can easily present their problems and thoughts. Group workshops are conducted so that users learn to work in groups, teamwork, how to share opinions and experiences regarding general and impersonal subjects. Practical training workshops on techniques of making knitted products of wood is the next project activity.

Achieved results in good practice results

Italy

Project Counselling Young Roma before leaving the juvenile prison is ongoing, so the statistics are not available, but it is evident that it is bringing progress and results. In the other example, the following effects are achieved:

10 internships activated

10 contracts achieved with host companies. Average duration of internship was 200 hours.

6 private companies and four social cooperatives involved.

Internships provided information and impressions about possible future candidates for job openings to companies.

The results of the project were measured by following tools:

-Quantitative indicator: the presence of the company was recorded in the personal register of participants

-Qualitative indicator: evaluation questionnaire on internship was filled by Host Company, together with the mentor.

The project is linked to employment as one of inclusive activities as it aims to employ young Roma released from prison in through an internship.

Germany

In the first example, the effects are such that participants think about the choices they have to make and are ready to apply for vocational training. Parents are informed about the needs of students. The program is assessed by external assessors.

In the other example the effects are evident in the stabilization of a personal situation. The project is evaluated in the district. More young people achieve a stable existence.

Romania

The results of the project relate to the interaction of all these activities, but also with measures relating to education and the integration of young Roma in educational institutions.

-200 Young Roma in Bucharest, aged 16-29, participated in educational workshops on how access the labour market

-80 young Roma participated in the consultations on the issue of access to the labour market

-80 Young Roma have passed vocational training to qualify for the position in accordance with the needs of the labour market

-200 Roma students from Bucharest aged 14-18 were informed about the places reserved for Roma youth in high schools and vocational schools

-100 Roma students are participants of school counselling.

All results have been achieved within the project and refer to the time of implementation.

The other example shows the following effects:

- 700 social scholarships for Roma students
- 140 students participated in the activities of the healthy use of free time
- 120 supports to participants in training
- 100 graduates of training courses
- 200 young Roma aided in the search for employment
- 70 young Roma have entered the labour market

Croatia

The result of the program is that all of the seven qualified Roma assistants are occasionally and successfully employed in preschool or elementary education.

The effects achieved by this program are observed in the reduced dropout rates, more regular school attendance, achieving better results, completing more classes than before and greater cooperation between the parents and the educational system.

The training program for cleaners was completed by 10 young Roma, who were all involved in public works, one of the measures of the Croatian Employment Service. They were temporarily employed, gained experience and were paid for their work.

The actual effects of adult primary education through literacy for the period 2004-2012.

Number	Education period	Enrolled	Roma enrolled	Completed	Completed Roma
1.	FIRST (Grades 1/2)	80	77	52	50
2.	SECOND (Grades 3/4)	57	48	31	23
3.	THIRD (Grade 5)	121	73	73	37
4.	FOURTH (Grade6)	186	63	146	43
5.	FIFTH (Grade7)	312	53	258	38
6.	SIXTH (Grade8)	382	51	351	46
Total		1138	365	911	237

It is expected that at least 80% of the target group will successfully complete at least 75% of all the workshops and acquire skills for making wicker products. It is also expected that at least 70% of the target group will become aware of the basic business issues and the possibilities of business within a business incubator.

COLLECTED BEST PRACTICE EXAMPLES IN PARTNERING COUNTRIES

The collected good practice examples on the inclusion of the Roma population and association with vocational education and adult education are a good basis for the exchange of experiences and analyses of the effects which they have created. Therefore, we present summaries of good practice examples from Italy, Germany, Romania and Croatia.

Italy

Example one

Project *Giovani Si* – publicly financed internship program for young people – which started in 2012 and is still valid.

Project is conducted by: Presidency of Tuscany regional government. Financing of '*Giovani Si*', in the total amount of 500€ a month, is partly provided by the Tuscany Region (300€), and partly from the company hiring the interns (200 €).

If the intern is Roma, asylum seeker, refugee or a bearer of international protection and is residing in "Polifunzionale Centre" (living space financed by the Ministry of internal affairs (UNRRA) and UN funds controlled by the city of Florence and the cooperative *il Cenacolo*) and if P.A.C.I. project also participates (living space project providing certain services, such as legal counselling, family affairs, work integration affairs) then P.A.C.I. project covers the expenses otherwise covered by the company. This means that, unlike regular internship under '*Giovani Si*', the company does not need to finance the intern.

The duration of employment varies according to the specifics of the job, at least 2-6 months, including the extension, or 12 months for the unemployed and the vulnerable categories.

This good practice example provides professional education candidates through the education of young people (educational courses) before or during their internship, at no cost for the company.

This means that, unlike the usual internship within '*Giovani Si*', the company does not need to fund interns. In this way, forced migrants placed in Polifunzionale Center are not a burden for the local community, but a resource for local businesses and '*Giovani Si*', or they represent a shared opportunity to open the labour market for the disadvantaged. The needs of the host project and private companies should also be taken into account. The services "Working integration area" can offer to companies are as follows:

- Correspondence (good connection) of persons and companies, based on the selection and preparation of candidates
- Training of candidates on the basis of necessary skills

- Implementation of individual or collective training courses before or during the internship period, at no cost for the company
- Support and mentoring candidates during their internship
- Creation an easy way for the good integration of workers at the time of employment
- Continued support of the person and the company after they leave the project for a period of several months

Lack of jobs, lack of quality training programs and internships, the difficulties of living independently from their families and backgrounds, are all priority issues for the majority of young people who live in Tuscany today. Therefore, this project is important because it provides opportunities and implements effective measures in order to support young people in their transition to adulthood.

Young women and men, aged between 18 and 40, represent a direct target group of the project *Giovani Si*. Indirect target groups are Tuscany companies, local authorities, high schools and universities, centres and agencies for vocational training, trade unions, NGOs and cultural organizations.

Another reason why this good practice really addresses the issue of Roma integration is that there is a huge gap between the employment rates of Roma and non-Roma because Roma do not have the required level of education to find good jobs. Therefore Tuscany Region considers that a key investment must be in the education of the Roma in order to facilitate their introduction into employment and business.

Example two

Project *Twin Apple* is implemented by the city of Florence, Public Education Department, Youth Policies, with the help of a volunteer association *AUSER* and social cooperative "*Il Cenacolo*". The service is offered to underage persons residing in the juvenile prison "*Istituto Penale Minorile Meucci di Firenze*", mostly foreign young people, most of whom are Roma.

The target group are young people between the ages 16-25, minors who are about to be released out of juvenile prison or who have had legal problems, older volunteers, mentors, with the cooperation of the following stakeholders: Juvenile prison in Florence, Juvenile Court in Florence, Tuscany Region, the Province of Florence, local health authorities, University of Florence - department of Psychology, Vocational Technical Construction School in Florence, Volunteer Association *AUSER*, social cooperative "*Il Cenacolo*".

The project begins when an employee of the Territorial Social Services, Directorate of Juvenile Justice - Department of Social Services or juvenile prison requires an intervention for disadvantaged young people, mainly those that are about to be released out of prison. The lack of support and supporting network such as family, but also community network, is a major problem for young people who will soon leave prison. This problem leads to a vicious circle of social marginalization at the risk of remaining in the prison circuit and it leads to an even greater discrimination between Italians and foreigners. In fact, foreigners are still more exposed to

marginalization because they do not have any references or networks in Italy so they can get out of this vicious circle.

The project provides a fee of approximately € 400 for each person, but the final cost depends on one's involvement and presence recorded in the personal register, as well as the evaluation questions about the internship, filled in by the host company together with a mentor for the introduction to a job.

Project activities offer workshops on the book binding, art, music and IT classes. The workshops are not aimed specifically at professional training, but at the evaluation of manual skills of young people, their ability to plan and the realization of the production process in the framework of the exchange of know-how.

To achieve the objectives, a key role is played by retired craftsmen from the volunteer association AUSER, the leaders of the workshop. During the activity, the elderly become positive social models for the youngsters. They transmit positive values, such as commitment and passion for creativity.

To encourage the introduction into working, the following services are offered: Orientation and mentoring, evaluation and determination of competence (acquired in any area).

Project activities provide mentoring and teaching by choosing: Mentor, orientation counsellor and employment mentor.

The Control Board selects a mentor for each case. The mentor is provided by Volunteer association AUSER and mentors keep track of young people throughout the project. The project provides for psychological support during the transition phase from prison to work.

Orientation phase includes methods of counselling and mapping competencies and is focused on the detection of person's preferences in order to validate their knowledge, competencies and other skills that are useful for introduction into employment.

Mentor's job consists of finding work in companies or social enterprises, matching and choosing the right person with the right company, monitoring during professional practice phase, monitoring personal files on a daily basis. Later, private companies also got involved, from the following sectors: tourism, restaurants, handicraft industry, publishing, industrial services, mechanics.

Achieved results included 10 achieved internships, 10 contracts achieved with host companies (6 private companies and four social cooperatives). Average duration of internship was 200 hours.

The project is linked to employment as one of inclusive activities because it aims to employ young Roma released from prison through an internship.

Germany

Example one

BVBO Berliner Programm für berufliche Orientierung started in 2005 and lasted until 2014. The Project was conducted by various non-governmental organizations. It works on all three levels: local, regional and national.

The aim and purpose of this good practice example is to offer vocational education at an early stage at the school level. The program is structured with various activities. Schools and trainers may choose which programs would be best for particular needs of their students.

The idea is to offer vocational education at an early stage (8th grade) to support the decisions young people have to make. All participants are treated equally. There is no special "ROMA" course and nationality is not put into focus. It is especially important to avoid the development of stereotypes when choosing occupations.

The target group was young people, ages 14-17 – all pupils included in the school system.

The program consists of socialization activities and seeks to support each individual according to their special needs. Social skills are taught in a specific environment (sports / theatre). The focus of the program depends on the focus of the school in which it is implemented. Training sections offer basic information about occupations and vocational education system, plus what is required during the application phase.

If legal advice is needed, the program tries to find the support that can meet individual needs.

- Professional orientation
- Support in finding internships
- Overall support (social problems, school problems, financial aid for living expenses)
- Information on the vocational education system and some occupations
- Support at the application phase
- Accompanying candidates to company offices

All of the above results in participants thinking about the choices they have to make and getting them ready to apply for vocational training. Parents are informed about the needs of students. The program is evaluated by external assessors.

Example two

Project compass.mitte started in 2001 and ends in 2015; www.zukunftsbau.de

It is implemented on a local level and financed by Berlin-Mitte County. The project is funded under the SGB VIII of German law. The project includes additional activities, such as social services for parents and other support services in case of crises, addiction and other problems young people and young families may be facing. Is available to all young people under the age of 27, but a general rule is that the door is open to everyone.

The main goals and purpose of the Project is international work and support in cases of vocational education, integrated approach.

Zukunftsbau is an accredited company for internship that facilitates the work of young people. It was established in 1986 and is engaged in comprehensive and professional training of young people who are at a disadvantage and of long-term unemployed people with a view to integrate them into the labour market. Zukunftsbau offers consulting services, professional training in the 'dual system', vocational guidance and modular program qualifications with integrated support for social welfare. All Zukunftsbau services are based on a complete and lifelong learning to enable participants in not only achieving vocational qualifications, but also in becoming responsible members of society. It allows individual case management by offering a multitude of services.

Consulting companies are located all over Berlin, which offer special deals and individual support for every situation in life. The starting point in the consultation stage the individual needs and interests of the person is seeking help. The main priority is to find a suitable vocational training for young people.

- professional vocational orientation
- Support in finding internships
- Complete support (social problems, problems at school, financial support for life)
- Information about the system of vocational education and some occupations
- Support at the application stage
- Accompanying persons to the offices of the company.

Consulting company "compass.mitte" offers services to everyone who comes and tries to obtain funding from various sources in order to ensure continuous service to its clients.

The composition of the participants in good practice example: very different, ages up to 27 years.

The project welcomes any kind of cooperation that will support services.

The result is the stabilization of a personal situation. The project is evaluated in the County.

The project has a link in case you need it. But mostly the people who come to seek the support do not identify themselves as Roma.

More young people have found a stable existence.

Romania

Example one

Project Centre for Professional and academic counselling, mediation and support for young Roma, is of local character and carried out in Bucharest. The project is funded by the Foundation Toflea, the Netherlands Foundation for Eastern and Central Europe, the Association Amare Rromentza.

Except tutoring children and young people, the project has additional activities in order to offer support in addiction crises and other problems faces by young people and young families.

The target group here are young Roma between ages 16-29, and the participants are young Roma school mediators and counsellors. The main stakeholders involved in the project are school mediators, Roma communities, employers, agency work (labour), school counsellors. The aim of the project was to establish a centre for counselling and mediation for young Roma. The centre will provide information, counselling and assistance for young Roma, in conjunction with subsequent integration into the school system or the labour market. Services provided by this project are as follows: advising on enrolment in vocational schools, support for school education, information regarding employment opportunities, mediation entering the labour market; lobbying and advocacy in labour market institutions and with potential employers. The value of this good practice example is that the project provides support for young Roma, but at the same time provides mediation between them and the vocational schools or potential employers. The project has helped young Roma people to overcome barriers and increase confidence in the further integration into all aspects of society.

The results of the project relate to the interaction of all these activities, but also with measures relating to education and the integration of young Roma in educational institutions. Project activities are harmonized with strategies of education and employment integration.

Quantitative effects of this project are:

- 200 Young Roma in Bucharest, aged 16-29, participated in informative workshops on access to the labour market
- 80 young Roma participated in the consultations on the issue of access to the labour market
- 80 Young Roma have passed vocational training to qualify for the position in accordance with the needs of the labour market
- 200 Roma students from Bucharest aged 14-18 were informed about the places reserved for Roma youth in high schools and vocational schools
- 100 Roma students are participants of school counselling.

Example two

Project Competitive young Roma with equal opportunities in the labour market, was conducted at the regional level in Bucharest, and funded by the European Union through the European Social Fund.

The aim of the project was to establish a centre for counselling and career guidance for young Roma about the integration on the labour market in order to reduce social exclusion, discrimination and poverty of young Roma in the developing regions of Central, North-western and Bucharest - Ilfov.

The focus was in helping 700 young Roma in developing career planning skills, finding and keeping a job and in supporting 120 young Roma in finding a job.

Services provided by this project:

1. Developing skills for career planning, finding and keeping a job of 700 young Roma through the development of tailored career paths, combined with social and psychological support
2. Raising awareness of 700 young Roma regarding social deviation (alcohol and drug abuse, violations and breaking the law) to enhance the ability to make decisions and to avoid early school dropout rate;
3. Vocational training of 120 young Roma, in order to develop their skills and competencies in accordance with the requirements imposed by the labour market;
4. The promotion of an inclusive society by 3500 employees, to monitor changes in social attitudes towards vulnerable groups, in order to increase occupancy rates and sustainable integration of young Roma in the labour market;
5. Developing an innovating pilot program to combat stereotypes and prejudice to Roma people at the level of 300 employees / employers, in order to facilitate access of these target groups to the labour market, leading to the inclusion of the Roma who are at risk of social marginalization.

The value of this good practice example is that this project provides support to young Roma in regard to career planning, job search and retention and to facilitate access to the labour market in order to reduce social exclusion, discrimination and poverty of young Roma.

The target group are young Roma aged 16 and older and counsellors. The main stakeholders involved in the project are: Roma community, employers, employment agency.

The project is based on needs identified in previous research. The methodology and activities were similar to those recommended in national and European strategy for Roma integration.

The project activities are aligned with strategies for Roma integration in education and employment.

Quantitative results of this project:

- 700 Roma students advised and professionally focused, informed and advised on the prevention of social dysfunction
- 700 social scholarships for Roma students
- 140 students participated in the activities of the healthy use of free time
- 120 supports to participants in training
- 100 graduates of training courses
- 200 young Roma aided in the search for employment
- 70 young Roma have entered the labour market

Croatia

Example one

The training program for Roma assistant implemented on a regional level, May 2012, in the duration of 750 school hours. Organization: Open University Koprivnica, Starogradska 1, 48000 Koprivnica.

The program was funded from multiple sources. Croatian Employment Service- Regional Office Križevci, local government - city Đurđevac, EU funds from the IPA IV. Persons eligible for enrolling into the training program for Roma assistants were students who have graduated from high school that are at least 18 years old, have skills for working with people, are communicative and meet physical and mental criteria for performing the job (a medical certificate of health and mental / physical condition).

During the program, participants will be theoretically and practically familiarized with the tasks and duties of the Roma assistants. Upon completion of the program they will be able to: independently perform tasks and duties within the scope of these activities, to know how to apply the methods of educational work with children, learn to interact with children and their parents as well as educators and teachers, help encourage Roma parents to cooperate with kindergarten / school, to know how to motivate children and their parents or guardians to regularly visit the kindergarten / school, to know how to motivate parents / guardians to regularly come to PTA meetings. They will know how to organize daily and annual work plan. They will gain knowledge in the area of multiculturalism and will be able to continue to cultivate their own. The entire program is conducted over a period of 750 school hours, of which 450 hours of theory and 300 hours of practical training.

Roma assistant as a liaison between the school, teachers, parents and children is essential, particularly in communication, both in kindergarten and at school. This is important in areas where Roma constitute a significant minority. Roma assistant also plays a role in Roma settlements in motivating children and helping with homework

The target group are the Roma min. 18 years old, three women / 4 men.

The project partners are: Croatian Employment Service- Regional Office Križevci, Centre for Social Welfare Đurđevac, City Đurđevac, primary schools and kindergartens

In the area where a significant number of Roma people live, Roma assistants are needed as intermediaries between Roma parents, their children and teachers. They facilitate the inclusion of Roma children in schools through communication and the adoption of socially acceptable rules of behaviour, which can be a good incentive for completing school, going to college, getting a job. The result of the program is that all of these seven trained Roma assistants are occasionally and successfully employed in preschool or elementary education.

Example two

The training program for cleaners, held April-May 2012 for a period of 100 hours, organized and conducted by the Open University of Koprivnica, Starogradska 1, 48000 Koprivnica, at the regional level.

The program is funded from the project IPA4.1.2.1.02.02.c19 per call for proposals' "Establishing Support in Social Integration and Employment of Socially disadvantaged and marginalized groups" EuropeAid/129121/M/ACT/HR and EU Project "New tomorrow for the Roma community in Đurđevac".

The program includes additional content of acquiring the skills for employment.

The training program for cleaners could be enrolled by participants with primary school. The training program was conducted only with adult learners (those who are 15 years or older) for personal needs, the needs of the Croatian Employment Service and the organizations that sent them to training. During the program, the participants learned about the theoretical and practical activities and tasks of cleaning. They learned how to rationally use energy and acquired practical knowledge and methods of machine area cleaning. They learned how to disinfect areas, were trained to protect the environment, gained knowledge about the application of basic hygiene, sanitation and safety standards at work. They acquired practical knowledge and skills in communication and business etiquette and learned how to practically apply the knowledge gained.

In the case of this project, the program was implemented for the long-term unemployed members of the Roma community Đurđevac. The intention was that these participants gain skills and public documents for easier integration into the labour market which could, in the long term, contribute to curbing the trend of social exclusion of the Roma community Đurđevac. Philosophy regarding this training program is almost the same as in any other training program, and that is to acquire competences for employment. Getting a job due to newly acquired competences means providing an income for life and there is no more dependence on social welfare. It gives the example of other community members. The target group of this program are young Roma aged 15 and older, eight men, two women, aged 20 to 28. Participants in the program are Croatian Employment Service- Regional Office Križevci, Centre for Social Welfare Đurđevac, companies that provide cleaning services.

Example three

Project "For literate Croatia: way to a better future (Decade of literacy in Croatia 2003 – 2012)", was implemented from September 2004-December 2012. Each of the 16 implemented cycles within the scope of the Project lasted for 18 weeks. The implementation was done at a regional level by Open University Koprivnica, Starogradska 1, 48000 Koprivnica.

The project is funded by the Ministry of Science, Education and Sports of the Republic of Croatia.

The project is conducted under the guidance and supervision of the Ministry of Science, Education and Sports. Stakeholders are county government offices, open universities, primary schools and other institutions that are authorized to carry out the program of primary adult

education. The success of this project in the Open University Koprivnica is the result of collaboration between the Open University of Koprivnica and its partner, the Croatian Employment Service- Regional Office Križevci , the Centres for Social Welfare in Koprivnica and Đurđevac and the State Administration Office in Koprivnica – Križevci county. Prospective participants were accessed on a personal level and motivated to complete primary education to be able to complete a training program for simpler tasks and become more employable.

The purpose of this project is to enable the completion of primary education to persons older than 15 and to improve the level of education in Croatia by facilitating continuing education for adults. It is intended that people complete primary education and training program to perform simple tasks to become more easily employable.

Example four

Project "Step towards new life opportunities", lasts for 12 months from August 28, 2013 until August 27, 2014, at a regional level.

The organizer is the city of Koprivnica, Zrinski trg 1/I, 48000 Koprivnica, www.koprivnica.hr.

The project is funded from the Operational Programme for Human Resources Development (HRD OP) 20072011 which refers to access to the education system with the additional activity of creating employment opportunities for the long-term unemployed welfare recipients.

The aim is to integrate people with disabilities into the labour market and mainstream society for which the city of Koprivnica seeks assistance from the European Union. It is based on the activities that the applicant and partners carry out in the scope of their daily duties and includes their best methods.

The purpose of this good practice example is the inclusion of the Roma and the long-term unemployed who are older than 40 into society, boosting their motivation and creating the preconditions for the future organization of making traditional wood products. The overall objective of the project is the inclusion of Roma and older long-term unemployed people into society and the labour market, which will lead to a reduction in the number of welfare recipients and help reduce the number of unemployed in the town of Koprivnica. In order to contribute to achieving that goal, two specific goals were set. The first is to strengthen the motivation for social inclusion and employment. The other objective of the project is to create the preconditions for the establishment of cooperatives for the production of traditional products and self-employment.

Target group: 25 Roma welfare recipients (aged 18) and long-term unemployed persons older than 40.

During the implementation of the project' "Step towards new life opportunities", individuals will receive:

- Individual consultations with a psychologist about their problems
- Training on life skills organized in groups
- Group workshops for the acquisition of knowledge and skills (presentation to prospective employers, writing a CV and cover letter, tips on verbal and nonverbal communication, the importance of teamwork)
- Online video training in English language, IT and business topics
- Skill of making wooden products and techniques of knitting
- Seminars on social entrepreneurship and basic business conditions.

It is expected that at least 80% of the target group to successfully complete at least 75% of all the workshops and to acquire skills for making knitted products. It is also expected that at least 70% of the target group will become aware of the basic business issues and the possibilities of business within a business incubator.

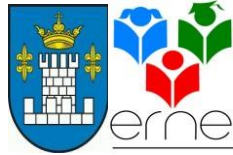
Their motivation to work and a positive business plan will be a prerequisite for the establishment of cooperatives.

The project is associated with inclusive strategies, such as employment and housing by the Roma and persons older than 40 through individual and group workshops to learn how to make wood products, which will help them in their future lives because they will have more experience and will be able to get a job in the future.

CONCLUSIONS

Considering the received good practice examples of vocational education in the partner countries and the situation of Roma and vocational education in their countries, the following statements are imposed:

1. In all countries there is a system of vocational education for a period of two, three or four years in various professional occupations with a secured internship or training period. It is the task of the vocational schools to expand general knowledge of students and complement the specific knowledge and skills that are taught in the companies. Approximately 80% of the young generation opts for professional occupations, varying slightly from country to country (average in OECD countries, 82%, in 2011). Roma children are symbolically represented in vocational education (well below 10%) in the population of young people.



2. Good practice examples point to the complexity and specificity of solving the problems of vocational education of Roma, because the problems are usually layered and include socio-economic, cultural, language barriers and the like. The selected way of dealing with those problems is within the framework of projects financed from EU funds, foundations, or the adoption of specific laws at the national level.
3. In some developed countries of the EU there is a greater extent of Roma immigration. Those Roma are aimed to be prepared for the labour market and social inclusion into the wider society through partnership projects in local communities and partners at different levels (civil sector, schools, local businesses, etc.) education programs, counselling, various skills training
4. There is efficiency and effectiveness in the formation of centres or points for the provision of advisory services, whether in schools, institutions or local community, for young excluded people, especially Roma. In order to find professional training for young Roma in such a centre, what is offered is career counselling, assistance in finding internships, information on vocational education and careers. What is often provided is complete support: social problems, problems at school, financial support for living expenses, etc.



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