



This project is co-funded by the European Union - Justice Programme Rights, Equality and Citizenship Programme and Pilot Projects 2014 of DG Justice



## **“Fighting discrimination and anti-Gypsyism in education and employment in EU” (PAL)**

**Publication edited by AHEAD Association**

08.2016 , First Version

“This publication has been produced with the financial support of the Justice Rights, Equality and Citizenship Programme and Pilot Projects 2014 of DG Justice of the European Union. The contents of this publication are the sole responsibility of UC Limburg and can in no way be taken to reflect the views of the European Commission.”



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## **1. Financial support (grants or scholarships)**

Key words:

**Financial support      inclusion      grants      scholarships**

Starting Questions:

1. What are the main features that stand out in EU educational systems and targeting Roma?
2. How are the funds allocated?
3. Where can I find direct funding?

Definition of terms:

**Financial support** - financial resources provided to make some project possible;

**Inclusion:** to make someone or something a part of something larger.

**Grants:** an amount of money given especially by the government to a person or organization for a special purpose.

**Scholarship:** is an award of financial aid for a student to further their education.

Content of the chapter:

- Educational attainment of Roma children is very poor, with high numbers of school drop-outs.
- Despite attempts to promote inclusion, non-Roma children are leaving integrated schools.
- Disproportionately large numbers of Roma children are segregated in special schools and classes for children with learning disabilities.
- Quality early care and education for Roma children is essential to have a good start in life.

The EU supports work done towards Roma integration by EU countries through its European Structural and Investment Funds.

The European Union finances projects that contribute to fostering Roma integration across Europe. It supports the work of EU countries to improve the lives of all vulnerable people, including the Roma, through the European Structural and Investment Funds, principally the *European Social Fund (ESF)*, the *European Regional Development Fund (ERDF)* and the *European Agricultural Fund for Rural Development (EAFRD)*.

The distribution of these funds and the management of the programmes are the responsibility of national authorities. Funding is provided on the basis of calls for proposals/tenders and never in response to spontaneous requests. The funding comes in two forms: shared management (managed jointly by the EU and Member States) and direct management (managed directly by the European Commission).



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In order to reinforce European financial support for Roma inclusion, the new multiannual Financial Framework 2014-2020 makes it easier for EU countries to use EU funds for Roma integration.

Funding opportunities directly managed by the European Commission can be found under the following programmes:

- *The Rights, Equality and Citizenship Funding Programme* finances projects aimed at promoting equality and the rights of persons.
- *The Employment and Social Innovation (EaSI) programme* is an EU-level financing instrument that promotes quality and sustainable employment, guarantees adequate and decent social protection, combats poverty and social exclusion, and fights to improve working conditions.
- The *Erasmus+* also supports projects, which develop lifelong learning measures for Roma integration through education and other social approaches.
- The *Public Health Programme* regularly finances initiatives to fight against inequalities in access to health.
- The *Culture Programme* also has an interest in funding projects that promote intercultural dialogue with Roma and other communities.

#### Questions for thinking:

1. We can speak of a ratio between the size of the funds allocated and the level of integration of Roma?
2. The allocated funds are available directly to the beneficiaries?
3. Can we speak about simplification of procedures aimed at access to these funds?
4. How can segregated Roma communities get information about these funds?

## **2. Second chance education opportunities**

Key words:

**Second chance education                      opportunities                      social partners**

Starting Questions:

1. What is the second chance education?
2. What are the features of the program?
3. Which are key points that ensure the success of the second chance?

Definition of terms:

**Second chance education** - Education specifically targeted at individuals who, for a variety of



reasons, never attended school or left school either before completion of the level of education in which they were enrolled or completed the level but wish to enter an education programme or occupation for which they are not yet qualified. Participants are often older than the typical target age group for the given ISCED level programme (but not necessarily adults). Sometimes also referred to as 'bridging programmes' or 're-integration programmes'.

**Opportunities** - an occasion or situation that makes it possible to do something that you want to do or have to do, or the possibility of doing something.

**Social partners** are groups that cooperate in working relationships to achieve a mutually agreed upon goal, typically to the benefit of all involved groups. Examples of social partners include employers, employees, trade unions, government, etc.

#### Content of the chapter:

Many young people leave education and training prematurely, before achieving upper secondary qualification. Many of them have gone through daunting experiences of failing at school and trying to cope without qualification. Second chance education in Europe is often successful in helping those young people by taking a different approach to learning.

The "Second Chance" aims to support children / youth / adults in their efforts to reintegrate into the education system is open to all those who have not completed various levels of education.

At EU level, organisations and institutions that are responsible for managing, funding and setting up second chance education schemes vary from national government to wide range non governmental organisations. In most cases, a mix of stakeholders is involved in the governance and management of second chance schemes. Social partners play a key role in implementing around half of the second chance education schemes. Some of these schemes are implemented as national initiatives across number of sites in the country others are unique to a specific location.

The funding for second chance education is often linked to national and local government funding streams related to education and/or employment.

The financial challenges to support second chance programmes tend to be of key importance for both publicly run and third sector organisations.

Features of second chance schemes - Initial assessment and planning;

- Employer involvement in curricula development;
- Arts and sports in curricula;
- Physical environment;
- Organisation of the day;



- Personalised learning;
- Tutor/mentor role;
- Learning outside classroom environment;
- Use of active learning methods;
- Formal and nonformal education.
- Emotional support;
- Social support;
- Multidisciplinary team working.
- Awarding mainstream qualifications;
- Alternative forms of assessment.

Key learning points - Governance

- Partnerships between second chance and initial education
- Multiprofessional working
- Institutional climate
- Adapted curricula
- Learning environments
- Pedagogy
- Social and emotional support
- Assessment and progression

Questions for thinking:

1. What are basic conditions for implementing second chance methods in mainstream schools?
2. The program second chance can be considered only program that integrates educational roma people?
3. Methods used successfully in second chance education could be transferred to initial education and training?

### **3. Mobility programmes**

Key words:

**mobilities**

**programms**

Starting Questions:



1. What are the most common mobility programs for Roma people in EU?
2. Reference to the subjects of study mobility programs covering all areas?

#### Definition of terms:

**mobilities** is a contemporary paradigm in the social sciences that explores the movement of people, ideas and things, as well as the broader social implications of those movements.

**programms** a program of study is a comprehensive, structured approach for delivering academic and career and technical education to prepare students for postsecondary education and career success.

#### Content of the chapter:

The scholarship program **Roma Education Fund** (REF) has in its annual program for scholars of International Roma. Merit scholarships are awarded on a competitive basis for one academic year, with the possibility of renewal if continues to fulfill program requirements.

The program is designed to provide partial support Roma students following undergraduate studies, masters or PhD outside the country of origin or residence.

The purpose of this scholarship is to promote academic mobility of students Roma and to support their academic integration internationally.

Applicants must:

- Openly recognize their Roma origin and be willing to appear publicly as Roma;
- Be a citizen of one of the following countries: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Hungary, Kosovo, Macedonia, Moldova, Montenegro, Romania, Russia, Serbia, Slovakia, Turkey and Ukraine;
- To be or to be accepted to attend a state university accredited in another country than the residence as full-time student during the academic year 2015-2016;
- To pursue undergraduate studies, masters or doctorate.

Scholarships for Roma guarantees to cover partial or complete tax study scholarship awarded by the beneficiary. The grant amount can reach up to a maximum of 9.050 EUR / per year.

**REF SP** scholarship components available:

- *Roma Memorial University Scholarship Program (RMUSP)* – The RMUSP PDF is an additional component to scholarship, meant to encourage current RMUSP beneficiaries of the 2015-2016 academic year to enhance their academic, professional and personal development by participating in extra-curricular activities and further expanding their academic and/or professional network. For this purpose, the RMUSP PDF supports participation in various academic and professional activities in scholarship recipient's countries, or abroad.



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- *Law and Humanities Program (LHP)* – Grants for Small Projects – aims to support community participation of current and former beneficiaries LHP; give them opportunity to develop skills in designing and implementing the various community initiatives so develop them further set of capabilities necessary to contribute to personal and professional evolution. In addition, these new acquired skills, focusing on communication, management, administration, coordination, budgeting and reporting will serve useful in achieving professional goals.

Size Small Community Projects can include activities such as mobilization and community development; Educational summer camps for children and youth; training and accountability initiatives to youth and women; counseling and legal assistance; health-oriented activities, stimulating entrepreneurship and employment, awareness and advocacy campaign focused on civil rights, civil registration, voter education and anti-discrimination; facilitating cooperation between local community representatives and local authorities get to address issues facing the local community.

Size Small Community Projects will target Roma communities, and could include a component to increase awareness of the population about the problems of integrating the Roma and their situation. Also, LHP program welcomes proposals on projects that will focus on leveraging current and former beneficiaries LHP communicate, interact and cooperate in an appropriate environment graduates.

The maximum grant amount for Small Projects: 2.500 EUR

- *Roma Health Scholarship Program (RHSP)* – Additional components of the Scholarship Program for Roma Health (Roma Health Scholarship Program – RHSP) are aimed at encouraging current beneficiaries of RHSP to improve their academic and professional development through participation in extra-curricular activities and creating a network of academic and professional outside the faculty. For this purpose, REF 2015-2016 RHSP RHSP support beneficiaries to participate in academic conferences in the field, to attend language courses and ICT training in the country or abroad.

The maximum grant for the conference is 700 Euros, while for the foreign language and ICT courses, 300 Euro each. Priority will be given to students who have not benefited from RHSP Additional components in the past.

- *Roma International Scholar Program (RISP)* – The Program is designed to provide partial support to Roma students who are citizens of one of the following countries: Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Hungary, Kosovo, Macedonia, Moldova, Montenegro, Romania, Russia, Serbia, Slovakia, Turkey, and Ukraine, for pursuing Bachelor (renewal applicants only), Master, Doctorate, or Postdoctoral education outside their home country



or country of residence. The aim of the scholarship is to promote academic mobility of Roma students and support their academic integration internationally.

Questions for thinking:

1. Why in countries with large Roma population are fewer children and young people who come beneficiaries of funds for training and / or mobility programs?

#### **4. Good practices: Roma Education Center, Roma Youth Center, “Tanoda,”**

Key words:

#### **Good practices**

Starting Questions:

1. Can you present some examples of good practice on education among Roma to EU level?

Definition of terms:

**Good practices:** is a method or technique that has been generally accepted as superior to any alternatives because it produces results that are superior to those achieved by other means or because it has become a standard way of doing things.

Content of the chapter:

*Roma Youth Centre* is a non-governmental, non-profit Roma youth voluntary organization from Macedonia. RYC is active youth organization lead by educated Roma youth. RYC wants to solve the problems around Roma people and respond to their needs instead of waiting for somebody to do it for them. RYC understand the non formal education as most important and necessary think that Roma youth have to achieve, beside the formal education. RYC as Roma youth NGO is engaged in the field of youth mobility, youth policy and youth participation. In order to achieve the modern tendencies and contribute the European dimension and identity, organization wants to facilitate the social inclusion of the most vulnerable group among the youth, Roma. The mean resources of this centre are the educated youth, with international and local experiences.

RYC's vision is an integrative and tolerant society, educated Roma, prosperity and benefits, equal approach to rights for all and improving of the quality of life of the target group. RYC's vision is based on universal standards and practices of the civil society. One of RYC's greatest successes is establishing cooperation with a large number of state and international institutions and organizations, citizens' associations, foundations and the Roma community.

RYC operates through the follow objectives:

1. Promoting and supporting active citizenship within Roma youth, also including networking with



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- institutions and support to institutions in development of active participation mechanisms;
2. Active work and contribution to intercultural dialogue through capacity building and information services for Roma youth;
  3. Enhancing voluntary involvement of Roma young people, with working on promotional actions.

*Tanoda* is a Hungarian Programme supported by Roma Education Found, It is based on the initiatives of local NGOs. According to tanoda managers and local staff the main reason for the establishment of these institutions are the improperly functioning local social and educational services. The main values of the tanoda program according to the interviewees are the following: acceptance, inclusion, provision of emotional security, relaxed, playful atmosphere, targeted attention to certain children, community creation, and homely atmosphere. In parallel to this, pupils highlighted mostly the playful, casual and relaxed atmosphere.

The tanoda atmosphere can thus enhance pupils' motivation to learn and contribute to their ability to become self-regulated learners.

Tanoda students unanimously stated in every location that they are happy to attend tanodas and spend their time there. In addition, they take their siblings with them, and go back even as secondary school students. Student initiatives made towards tanodas also show a self-organizing feature. Experience of accepting one another and similar phrases were recorded during focus groups, such as homeliness, informality and empathy. The respondent tanoda pupils emphasized that while at school they usually have to cope with isolation, tanodas offer an atmosphere filled with emotional security.

The most frequently mentioned value recorded during parent focus groups was the high level of attention their children receive during activities. According to all parents, self-esteem and self-confidence of their children has significantly risen after joining tanodas. In underprivileged small regions and settlements tanodas are often the only access points of cultural events. According to the parents without these institutions their children would not have been able to attend theatres, go to camps and excursions. In many cases, due to the lack of public utilities in several Roma settlements, tanodas also play a hygienic role; they have a secondary socializing function. Several municipalities organize programs also for parents, including trainings, job search assistance, and they can turn to tanoda employees also with their personal difficulties.

Thus tanodas, especially in smaller settlements play a multifunctional partly social, partly cultural role, serve as special community-service centers, and a significant level of social capital arises in the wake of their activities. The majority of the observed tanodas usually does not employ full-time



employees. In most of the cases employees sign only an agency contract. And if there is a full-time employee, it is usually the professional leader. The main problem is, however, the lack of vocational teachers.

For financial reasons the tanodas can not afford to employ a professional teacher for every subject. Thus several subjects are usually taught by teachers with other specialization, and sometimes teachers do not even have a formal professional background. However, we have to bear in mind, that the quality and effectiveness of the tanoda program is greatly affected by the employees' level of experience, their ability to provide adequate methodological and professional knowledge.

The target group of these institutions is upper grade school children, while those who have been tanoda students for many years come back regularly even as secondary school students. The operating system of each tanoda is usually designed in September, in the beginning of the school year, and it is adjusted to the children's school timetable. In the majority of the cases children spend 2-3, but sometimes even 4-5 hours in the tanoda after the school had ended. Participation is regulated in two third of the cases, but the remaining tanodas have an open policy, children do not have a special timetable, and they can attend all the classes they wish to.

Only few tanodas use a different method from this very traditional methodological culture, which usually reflects the local pedagogical solutions. There are individual developing programs in nearly all tanodas. In several places these programs are designed by the development teacher. They are based on the input measurement results, and are followed by individually designed programs which serve also as a basis for the tanoda schedule. Where there is no input measurement and no developmental teacher, there the individual developing program is based on the daily activity experiences. The majority of tanodas has an atmosphere where teachers and parents trust each other.

Besides, they cooperate with the local schools regarding the tanoda program. However, this cooperation is sometimes restricted only to the actual project. In addition, it can be also said, that most of the tanodas cooperate with the local governments, minority governments, civilians, associations promoting sports or preserving traditions, but in exceptional cases – in line with the “Biztos Kezdet” program or similar projects – they cooperate with other organizations, educational institutions from other settlements, professional organizations and networks.

This cooperation can be connected primarily to specific programs with a certain goal and predefined time period. On the other hand, long-term strategic partnerships can be rarely identified. It is also typical, that the cooperation between local primary schools and tanodas are restricted to the tanoda program, and there is no cooperation in any other projects and programs. Some have strategic



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partnerships with family day care programs, and some maintain relationships with the other tanodas or local cultural centers. In some cases they work together also with family support centres and transit homes.

Questions for thinking:

1. Why are nonformal education and after school clubs important?
2. How transnational partnerships can be initiated and by whom, to be taken up and adapted in countries with large Roma population?
3. What motivational measures can be used to attract more participants in such projects?
4. Family financial incentives can be a positive practice to participate in educational projects?
5. It would be a positive measure conditioning monthly financial support provided by the Governments with participation in specific programs of integration and education?



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