**“FIGHTING DISCRIMINATION AND ANTI-GYPSYISM IN EDUCATION AND EMPLOYMENT IN EU” (PAL)**

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**FINAL NARRATIVE REPORT**

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| **Abstract** |
| **Deliverable 4.3** Final Narrative Report aims at collecting and disseminating the main project results, lessons learned and recommendations to EU and national policy makers. |

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**INTRODUCTION:** The PAL project and the purpose of this report

The Roma is Europe’s largest minority, with an estimated population of 10-12 million. Socially and economically, the Roma are also one of the Europe’s most vulnerable and disadvantaged groups and frequently face intolerance, discrimination and exclusion. Many lack access to housing, healthcare, social services employment and education. European countries have both a national and a joint responsibility to address the discrimination and exclusion of the Roma; significant funding has been devoted towards improving the situation of the Roma. However, impact remains limited.

In the Central and southeast European Member States, comprehensive policies targeting Roma have been put in place from the mid-1990s, in part due to the influence exerted by EU accession negotiations. As a result of EU enlargements in 2004 and 2007, the majority of Roma EU citizens- an estimated 70 %- now live in these new Member states.

The situation of the Roma living in Member states located outside the central and south East European Region is more diverse but equality alarming. However it is striking that in those countries there are both settled Roma, including more recent immigrants and those that continue to travel, is the latter which attract more attention.

***The overall objective of the current proposal is to support the educational and employment enhancement of the youth Roma and children in the countries involved through training/educating and informing them, their teachers, trainers and experts about the possibilities given to them based on EU policies and laws****.*

The project PAL is aiming to develop a comprehensive approach and endorse a number of goals in education, employment in order to speed up Roma Integration and support the implementation of national Roma inclusion strategies and the Council Recommendation of Roma Integration.

The project aims to support Roma youth participation of different levels, by gathering qualitative data about approaches and practices of Roma youth and supporting initiatives where Roma participation is key to long-term change.

The **Specific objectives of the project involve**: 1) Fighting discrimination and anti-Gypsyism; 2) Enhancing multi-stakeholder cooperation; 3) Promoting common democratic values, strengthening fundamental rights and consolidating the rule of law are horizontal concerns for the participant countries; 4) Debating the way forward for the European network for Roma social Inclusion 5) To develop capacities for Roma participation at regional and local level 6) To develop data and information on forms, approaches, challenges of Roma participation 7) To raise awareness among relevant stakeholders concerning the need to assure annual access to education and employment 8) to train and transfer skills on desegregation to trainers and other stakeholders at grassroots levels in order to achieve Roma’ children and youth integration in education and employment process.

The main objective of the “Fighting discrimination and anti-Gypsysim in education and employment in EU” Project (acronym PAL) is **to develop a comprehensive approach and endorse a number of goals in education, employment in order to speed up Roma Integration and support the implementation of national Roma inclusion strategies and the Council Recommendation of Roma Integration.** The project aims to **support Roma youth participation of different levels, by gathering qualitative data about approaches and practices of Roma youth and supporting initiatives** where Roma participation is key to long-term change.

The main project activities consisted of:

* The **capacity building** of Romani trainers and mediators though learning activities and exchange of experience &practices among institutions and experts from various European countries;
* The production of a **training toolkit** targeting Roma trainers and people to enhance their capacity to respond educational and employment needs;
* **Training of trainers** (ToT) on the content and tools of the training toolkit involving social works, trainers as well as external mediators and teachers;
* Implementation of **training of Romani children**, youth and families supported by the project beneficiaries for promoting their personal and economic empowerment for fostering capacities to get economic independence and continue/start their education.

Some preliminary outputs informed the implementation of the project activities, namely:

* A **literature review** focused on analysis of the content of relevant international Conventions, EU directives and other official documents;
* The identification of **promising practices** in the EU for the promoting Romani empowerment in education and employment filed.

In addition, a **data collection** was carried out by WS1 partners’ involved in the project to produce relevant statistics from 9 partners’ countries and related to the current situation of Romani youth and children. Common tools for the partners – a **database**- were all the reviewed reports and articles had been presented.

A monitoring and evaluation framework was defined at the begging of the project to monitor its implementation and access to results achieved. In particular evaluation procedure was implemented during at the local training of trainers and during each local activity. Additionally external assessors and evaluators were involved in the evaluation and assessment of the project activities.

The main output of the PAL project is **a training toolkit for Romani trainers/mediators and young people,** aiming to strengthen their knowledge and methodologies used and to provide them in concentrate tools to reflect on their existing practices and supporting Romani personal and economic development. The toolkit is a result of the exchange of experience meetings, examination of good practices. It will be widely disseminated among the PAL network, in the partners’ countries and across NGOs and institutions in EU at all levels, with the aim of promoting knowledge and spreading effective practices on the specific project issues.

The present report shows the main results of the PAL project activities, as well as the challenges and lesson learned. Recommendations are addressed to institutions at all levels to strengthen the response to Romani needs in education and employments sector based on PAL results.

**Key Activities of the PAL project**

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| **AREAS OF INTERVENTION** | Research and analysis | Strengthening knowledge of trainers | Promoting education and employment of Roma | Assessment of results achieved |
| **SPECIFIC OBJECTIVES** | Literature review and identification of promising practices | 2 exchange of experience events with trainers and project partners | Individual and collective training paths involving Romani trainers and mediators | On the spot evaluation of the trainings of trainers (local events) |
| Preliminary collection of information and data collection systems | Production of training toolkit |  |  |
| Common data collection on the socio-economic profile of the learners | Training of trainers | Individual and collective training paths involving Romani youth to empower them in terms of education and employment support | Quality assessment group with experts to access the results of the local events |
| Testing of project methodologies and tools included | External project evaluation |

**PART 2: Setting the Problem**

***Why to focus on Romani youth and children education and employment empowerment?***

The labor market participation of the Roma is low in all member states, especially new member states with large Roma population, and the main barriers to its improvement appear to be rather similar. Roma, in the working age, are less educated and also have less work experience than the majority population because demand for unskilled labor is low, especially in the post-socialist countries. This is further aggravated by discrimination of employers, prevent in all member states, in varying degrees. Many Roma communities live in spatially segregated and/or economically deprived areas, which often entails access to services and a higher risk of tensions with temporary population. The welfare systems and labor market policies have so far proved to be largely ineffective in tackling these barriers, with very few exceptions. Labor market execution is closely linked to social exclusion. It is the strongest determinant of poverty and also increases the risk if poverty in the next generation.

European countries have both a National and EU responsibility to address the discrimination and exclusion of the Roma. During the last 10 years, EU has established a **Framework for greater protection against racism and racial discrimination for Roma**. Several important legislative developments as a [**Directive 2000/43/EC**](http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32000L0043:en:HTML) (*Racial Equality Directive*), the [**Framework decision on combating certain forms and expressions of racism and xenophobia**](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=LEGISSUM%3Al33178)**, the** [**Charter of Fundamental Rights and Lisbon Treaty**](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:12012P/TXT)etc. were implemented.

The [**EU Framework for National Roma Integration Strategies up to 2020**](file:///C:\Users\Elena\OneDrive\Google%20Drive\PAL%20Project\WS4%20Dissemination\4.4%20Open%20Data%20Platform\4.5.1%20Preparation%20and%20planning\ec.europa.eu\justice\policies\discrimination\docs\com_2011_173_en.pd) (2011) asked its member states to adopt national strategies aimed at improving the economic and social situation of the Roma. This sets clear targets and engages EU member states, civil society and other stakeholders to address the exclusion experienced by the Roma.

Important stakeholders as the *Open Society Foundation/Roma Initiatives Office* have pointed out the weakness of the approach when analyzing the EU Framework for Roma integration, as: *Misinterpreted Legislation Hinders Data Collection Policy (*[***Data collection in the field of ethnicity***](file:///C:\Users\Elena\OneDrive\Google%20Drive\PAL%20Project\WS4%20Dissemination\4.4%20Open%20Data%20Platform\4.5.1%20Preparation%20and%20planning\ec.europa.eu\newsroom\just\document.cfm%3faction=display&doc_id=45791)***,*** *Lilla Farkas, 2017, ISBN 978-92-79-66084-9)****;*** *Underutilized Data Sources; Weak Monitoring* and ext.

A recent European challenge is how to tackle very high youth unemployment rates. Youth unemployment rates are highest in Greece (close to 60%) and Spain (55%), and high also in member states with high share of Roma Population, such as Slovakia (355), Bulgaria and Hungary (30%). As share of young people is high in Roma communities, youth unemployment hardly hits Roma communities.

In particular the project was based on the assumption suggested by Romani support and training NGOs’ practice that often youth Romani cannot exit exits situation of education/employment contexts because they economically depend on their partners. This difficulty has also been pointed out by various studies stating that Romani youth education and employment is depending on the economic status and acceptance of their families.

**EDUCATION**

Education is the main area in which the situation of Roma improved. More Roma children participate in **early childhood education** and care (53% in 2016, up from 47% in 2011) – with most significant improvements in Spain, Slovakia, Bulgaria, Hungary and Romania – and fewer leave school early (68% in 2016, declining from 87% in 2011). These figures are still too high and ***segregation in education remains an issue in some countries,*** with more than 60% of Roma children separated from other children in Slovakia, Hungary and Bulgaria.

Among the success in the area of education are *the legislative reform, inclusive structures, increasing participation if Roma, improved multicultural competences, support for Roma students and teachers and reaching out to parents*. Among the remaining challenges is still ***high early-school leaving rates, difficulty of promoting effective transition for Roma to upper secondary and tertiary education, language deficiencies and discrimination***

Due the research made among the implementation of **PAL project** research the Roma children still ***face language barriers and ethnical intolerance from teachers and peers.*** We can say according to responders that the most important reason why Roma children do not have bigger success in the school system is **POVERTY.**

The problem of the **high dropout** is explained in big proportion because *the high poverty among the Romani families and the expensive education, as a result of the of the early marriages and demotivation of the existing curriculum.*

The PAL project and network based on their work with Romani and the long experience are proposing the following initiatives to be adapted at national and European level:

* **EDUCATIONAL REFORM:** The state should support Roma parents and children with the necessary school equipment (pens, pencils, and notebooks), learning support (after school teachers), free cultural and creative learning and providing scholarships for high-schools and universities. The **CURRICULUM** available in the schools is Europe **is not corresponding to the multi-cultural diversity** and need to be adapted I terms of *remedial teaching, motivation, specific programmes and school support, equal treatment, changing school programme (involvement of cultural ombudsman and family support), stimulating natural gifts (manly artistic as music, dance and crafts) and changing the strategy and proposing an innovative skills evaluation and interests for Roma children, based on resolving tasks in games, composing and expressing themselves by music or images*. Supporting the integration education would be crucial and the **establishment of national legislation framework and network of educational institutions that empower Roma** is the expected positive measure. Additional research have been presented as part of the PAL report [**“Equalities and exclusion: The EU anti-discrimination framework and trends in jurisprudence, regarding the human rights of Roma in the areas of education and employment”.**](http://projectpal.eu/research/main-trends-in-the-recent-case-law-of-the-eu-court-of-justice-and-the-european-court-of-justice-and-the-european-court-of-human-rights-in-the-field-of-fundamental-rights/)
* **INCLUSIVE EDUCATION:** The [2011 Council Recommendation](file:///C:\Users\Elena\Desktop\ec.europa.eu\...\2011\04_council\fi_2011-07-12_council_recommendation_en.pdf) on policies to **reduce early school-leaving** recommends the inclusion of target measures for the most vulnerable groups, including Roma. As follow up of the [Paris Declaration](https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/.../Leaflet_Paris_Declaration.pdf), the Commission stepped up its support for **INCLUSIVE EDUCATION.** One of the priorities is ***to foster the education of disadvantaged children and young people, including Roma, by ensuring that education and training systems address their needs***. Supporting the development of inclusive education will enhancement the forms of Self-Reflection and Tools for improving inclusive early childhood education. More detailed information about the issues is presenting in the PAL discussion paper [**“Roma Are Equal: Alternatives to Poverty, Racism and Exclusion in Education and Employment**](http://projectpal.eu/research/discussion-paper/)”. *Awareness raising campaign*, entitled [**“It is not too late**”](https://www.youtube.com/watch?v=ncUiEYJ3N28) was supported as part of PAL project and engaged more than 10.000 people in EU.

**EMPLOYMENT**

Improvements in education have been yet been effectively translated into employment. The **NEET rate** among young Roma remains alarmingly high ad has actually risen in several member states. The **growing proportion of young Roma who are not in education, employment or training** (63% in 2016, up from 56% in 2011) is an alarming sign that the transition from education to employment and other areas is not effective. This rate has been actually raised in Spain, Slovakia, Romania, the Czech Republic and Hungary.

The strong **employment gap between Roma women and men** (widest in EL, RO, PT and HU) is not sufficiently addressed. Avenues to **mobilize the** **private sector and incentivize employers to recruit Roma**, who in several member States represents a significant and growing proportion of the working-age population, should be further explored, e.g. *throughout the explicit targeting of Roma under the youth guarantee and social considerations in public procurement.*

Among the success in the area of education are *targeting Roma through mainstream employment services, e.g. via individual support or reaching out through Roma fieldworkers/labor officers* Among the remaining challenges is still ***lack of skills and competences, discrimination, need to impress on employers the importance of diversity management and anti-discrimination and better targeting Roma women.***

Due the research made among the implementation of **PAL research** the reasons of **high unemployment** rate among Roma are **linked to the discrimination of employers and the low education, competences, and skills of Roma.** On the other side answers which are usually part of the **STEREOTYPE** like Roma have a lot of *health problems and difficulties with physical work, the job doesn't fit the way Roma family lives and spatial location.*

The PAL project and network based on their work with Youth Romani are proposing the following initiatives to be adapted at national and European level:

* **YOUTH GUARANTEE***:* The youth guarantee and youth employment initiatives of 2013 are particularly relevant for Roma. They played a crucial role ***in helping on get young people back into work or education***, but the Commission has acknowledged that more effort must be made to support ‘hard-to-reach’ young people, such as Roma. Key categories of the [**European pillar of social rights**](https://ec.europa.eu/commission/priorities/deeper.../european-pillar-social-rights_en) include equal opportunities and access to the labor market, fair working conditions and social protection and inclusion. The active implementation of Youth guarantee for Romani is **highly important Fighting anti-Gypsysim and stereotypes by targeting majority society is a pre-condition for generating political will and for success of any Roma inclusion intervention.** To promote Roma participation, specific groups that have an active role in driving Roma integration should be empowered further**.** As part of PAL project was prepared an awareness raising campaign [**“Employ me**](https://www.youtube.com/watch?v=7zEXFXAT6rM)**”** engaging about 10.000 youth Roma and non-Roma and exchanging a lot of [good practices](http://projectpal.eu/campaigns/employ-me/#1491567395720-87250e39-62cf) in the specific initiative.
* **JOB MEDIATION***:* EC had launched a mediation programme together with the Council of Europe ([ROMED 1](http://coe-romed.org/romed1) and [ROMED 2](http://coe-romed.org/romed2/about) that promoted inclusion by training intercultural mediators). Based on the report “[**The situation of Roma School Mediators and Assistants in Europe**](https://www.coe.int/t/dg4/education/roma/Source/Mediators_Analyse_EN.pdf)” (CoE, DGIV/EDU/ROM(2006), Calin Rus) most of the countries that have initiated the use of Roma mediators/assistants before 2000, mainly as pilot initiatives, are now **expanding the employment of mediators/assistants** and trying to find a more stable institutional framework, together with a more coherent and officially certified training provision. A slight predominance of the use of “*assistants*”, more than of “mediators” in the terminology can also be observed. The results also show the need for further progress in the training provision for Roma mediators/assistants and the high opportunity at this moment of **elaborating a European guide of Roma mediator for employment support and on-the-job skills education and the opportunities that are offered by the experiences regarding the use of intercultural mediators with different cultural communities across Europe**. Currently [a European Guide about teachers and other school staff](http://www.schooleducationgateway.eu/files/esl/downloads/07_Guide_for_Roma_School_Mediators.pdf) is elaborated by CoE. As a result of PAL project a [**Training toolkit**](http://projectpal.eu/research/training-toolkits/) is piloting at 2017.

**NATIONAL ROMA INTEGRATION STRATEGIES:**

**A CLEAR POLICY COMMITMENT FROM MEMBER STATES**

**Going Local on Roma Inclusion**

At EU level, several important legislative developments during the last 10 years have established framework for greater protection against racism and racial discrimination for EU Citizens, including Roma. There are: Directive 2000/43/EC (Racial Equality Directive), the Framework decision on combating certain forms and expressions of racism and xenophobia, the Charter of Fundamental Rights and Lisbon Treaty.

The EU Framework for National Roma Integration Strategies up to 2020 (2011) asked its member states to adopt national strategies aimed at improving the economic and social situation of the Roma. This sets clear targets and engages EU member states, civil society and other stakeholders to address the exclusion experienced by the Roma. While welcoming the increased efforts of the European Commission, important stakeholders as the Open Society Foundation/Roma Initiatives Office have pointed out the weakness of the approach when analyzing the EU Framework for Roma integration, as: Misinterpreted Legislation Hinders Data Collection Policy; Underutilized Data Sources; Weak Monitoring and ext. The Commission itself is also critical towards the actual implementation of the National Roma Integration Strategies. Specifically, further coordination and targeting of funding is needed at European and national levels among with instruments to enforce the national and European policies in the field.

The Commission Communication and the Council Conclusions on the EU Framework for National Roma integration strategies call for reducing the gap in employment between the Roma and the rest of the population, ensuring access to the labor market as well as active labor programmes, adult education, vocational training and support for self-employment.

To ensure that effective policies are in place in the Member States, the Commission proposes that National Roma integration strategies are designed or, where they already exist, are ***adapted to meet EU Roma integration goals***, with targeted actions and sufficient funding (national, EU and other) to deliver them. It proposes solutions to address the current barriers to a more effective use of EU funds and lays the foundations of a robust monitoring mechanism to ensure concrete results for Roma.

The Roma integration strategies of member states with large Roma population correctly identify low labor demand for the unskilled as the main obstacle, and most strategies also acknowledge the existence of employer discrimination. Few strategies mention explicitly that the inadequacy or limited access to welfare services further aggravates the problem. Most strategies also recognizes the need to use a variety of tools, typically including training and competence development, the development of active labor market programmes and job creation in social economy.

Based on the decision made during the 3rd Roma summit held in Brussels on 4 April 2014 around 500 representatives of EU institutions, national governments and parliaments, international organizations, mayors, civil society organizations (including Roma organizations) and local and regional authorities are invited to express their views on how to deliver further on the implementation of the EU Framework for National Roma integration strategies. **Going local on Roma inclusion both in the EU as well as in enlargement countries** was the center topic of the summit.

Further coordination of member and development of instruments enforce the national and European policies in the field were suggested together with the following topics:

* *Making policies inclusive for all Roma at local level;*
* *Making EU funding reach the local and regional authorities to support Roma integration;*
* *Making Roma integration a local reality in enlargement countries;*

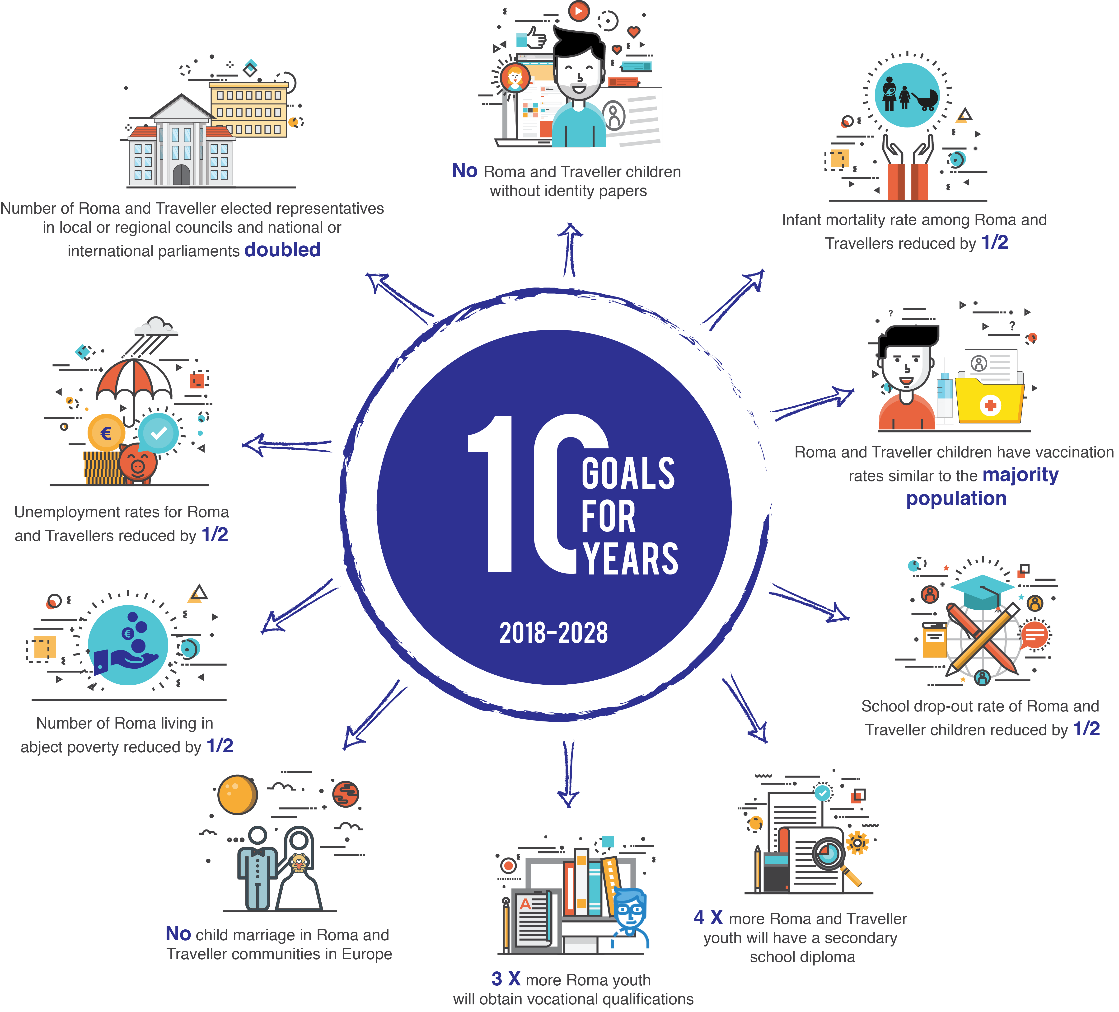
The Commission is also CRITICAL towards the actual implementation of the [**National Roma Integration Strategies**](file:///C:\Users\Elena\OneDrive\Google%20Drive\PAL%20Project\WS4%20Dissemination\4.4%20Open%20Data%20Platform\4.5.1%20Preparation%20and%20planning\ec.europa.eu\justice\discrimination\files\roma_implement_strategies2014_en.pdf)**.** The coordinated efforts between the European, national and local levels actors through creating National Roma platforms will bring all Roma experts together and support their cooperation. EC had established **28** [**national contact points**](file:///C:\Users\Elena\OneDrive\Google%20Drive\PAL%20Project\WS4%20Dissemination\4.4%20Open%20Data%20Platform\4.5.1%20Preparation%20and%20planning\ec.europa.eu\justice\discrimination\files\roma_nationalcontactpoints_en.pdf) for the implementation of national Roma integration strategies consisted mostly of public institutions (ministries and government offices). The **SOLUTION** for effective coordination of the efforts of all the National Roma integration Strategies and Initiatives is to be created a **European non-governmental Network for Roma, Gypsy and Travelers Support** that *will exchange experience and cooperate for the vast integration goals in the fields of education, employment, health care and housing of Roma people.*

* Currently the partners from the project *“Fighting discrimination and Anti-Gypsyism in education and employment in EU” (PAL*) are planning the official establishment of a European Network ([**PAL Network**](http://projectpal.eu/project/blueprint-of-pal-network/)) that will provide activities for strengthening awareness raising and training priorities and policies based on the best available evidence, and guides the cost-effective use of tools, interventions and systems, in order to ensure and monitor progress towards national and European goals. The Network is counting currently **64 members from 22 European Countries and will be officially established during 2018 in Belgium.**

**EXPRESSING THE EU AMBITION:**

**10 goals for years 2018-2028**

By our opinion, the most effective way to achieve the best results is **synergy of Roma projects** and important documents as **EU Framework for National Roma Integration Strategies up to 2020**. There are many problems Roma facing with but it is necessary to focused on concrete goals and strengthen effects. In [**PAL project**](http://projectpal.eu/) *we are working currently in the education and employment field but planning to submit a proposal under REC programme for improving the access to housing and heath sectors.*



Relevant thematic objectives and investment priorities for the period 2014-2020 in terms of EU Funding

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| **THEMATIC OBJECTIVE** | **INVESTMENT PRIORITIES** |
| Enhancing the competitiveness of SMEs | **ERDF1:** Promoting entrepreneurship, in particular by facilitating the economic exploitation of new ideas and fostering the creation of new firms, including business incubators  **ERDF2:** Developing and implementing new business models for SMEs, in particular with regard to internationalization |
| Promoting sustainable and quality employment and supporting labor mobility | **ESF1:** Access to employment for job-seekers and inactive people, including the long-term unemployed and people far from the labor market, also through local employment initiatives and support for labor mobility  **ESF2:** sustainable integration into the labor market of young people, in particular those not n employment, education or training, including young people at risk of social inclusion and young people from marginalized communities, including the implementation of Youth guarantee  **ESF3:**Self-employment, entrepreneurship and business creation including innovative micro, small and medium sized enterprises  **ESF7:** Modernization of Labor market institutions, such as public and private employment services, and improving the matching of labor market needs, including through actions to enhance transnational labor mobility as well as though mobility schemes and better cooperation between institutions and relevant stakeholders  **ESF4:** Investing in infrastructure for employment services |
| Promoting social inclusion, combat poverty and any discrimination | **ESF1:** Active inclusion, including with a view to promoting equal opportunities and active participation and monitoring employability  **ESF2**:Socio-economic integration of marginalized communities such as Roma  **ESF5:** Promoting social entrepreneurship and vocational integration in social enterprises and the social and solidarity economy in order to facilitate access to employment  **ESF3:** Providing support for social enterprises |

**ACHIEVING CONCRETE RESULTS FOR ROMA PEOPLE**

**Statistical measurement of Roma Population**

Difficulties we faced with: inadequate data, more or less estimated statistics in different countries of Roma population. According to the current legislation in many countries in the field of personal data protection, the ministry, government services, and other competent institutions do not keep special records of persons based on ethnicity or nationality. Official data on the number of members of the Roma community usually base on Census where the Romani population is underestimated.

The problem is not new. During the past few years, the issue of the collection and use of data on Romani communities has been a “hot topic” in debates throughout Europe. Controversies over the use and collection of statistics concerning the European Roma have proven to be divisive not only among Romani communities but also among European and American organizations dealing with Romani issues. The Roma have been especially sensitive about data collection of any kind, particularly to crime statistics, due to historical, psychological, and sociological factors, including the effects of the Romani Holocaust. While one can argue about the details of these factors, one fact is clear: the Romani perspective on ethnic data collection is colored, largely, by its negative use against their communities in the past and the present.

More recently, some governments have used figures purporting to show Roma misbehavior as a basis for declaring the Roma unfit for citizenship. Yet, the Roma need more information on data gathering and standards of protection in order to judge how their interests can be best served. Moreover, such international organizations as the Council of Europe, OSCE, and the European Commission require governments to provide data on Romani populations in order to furnish their yearly country reports on human rights. This requirement often collides with legal or constitutional prohibit collecting data based on nationality*. Question is who is to be entrusted with its collection, release, and use? Is it possible to prevent negative exploitation of data? Can governments legitimately collect data on race and ethnicity to provide comprehensive statistics, yet still comply with constitutional principles of non-discrimination? Do national censuses provide sufficient information about disadvantaged groups? What kind of information policies can governments implement in order to diminish the Roma’s distrust and encourage them to participate in censuses?*

**EMPOWERING CIVIL SOCIETY:**

**A STRONGER ROLE FOR THE EUROPEAN PLATFORM FOR ROMA INCLUSION**

The importance of officially recognizing at all levels, including EU level the phenomenon of anti-Gypsyism as a specific form of racism targeting Roma people, was pointed out as crucial.

* Participants defined anti-Gypsyism as a root cause of Roma marginalization hampering the efficiency of policies. If unaddressed, it will prevent achieving any improvement on the ground. It was also raised that the need for fighting against anti-Gypsyism is an integral part of the EU Framework for National Roma Integration Strategies.
* Participants emphasized the importance of addressing the specific situation of Roma; not only through the socio-economic perspective, but also by promoting a human rights based approach and the principles of equality.
* Participants emphasized the need for political will for fighting discrimination and anti-Gypsyism and the importance of ensuring Member States' accountability for their action.
* Various forms of discrimination and anti-Gypsyism were discussed. Hostility or indifference from mainstream politicians, civil servants, journalists at national and local level were also referred to.
* The participants highlighted the importance of sensitizing the mainstream population and service providers (including teachers, policemen, public servants) about the various forms of discrimination and anti-Gypsyism (as an example of promising practice, the project supported by Germany was mentioned).
* Participants agreed that the fight against all these forms of anti-Gypsyism should start already in education. The school curriculum should include information about Roma history (including the Roma Holocaust) and culture.
* The crucial role of media in the process of fighting the stereotypes and prejudices about Roma people was also highlighted, as well as the importance of empowering Roma as actors in this process.
* The participants expressed the view that increased attention should be given to Roma youth, since they experience discrimination and are exposed to it from a very early age (already in schools).
* The importance of enforcement of antidiscrimination legislation, independence of Equality bodies from political parties and access to justice was also highlighted in the discussion.

**MEASURING PROGRESS:**

**PUTTING IN PLACE A ROBUST MONITORING SYSTEM**

In order to establish community prevention policy for Romani on national and EU level is necessary to implement **positive discrimination**. The position of Romani minority is still so far from the average level of the others EU citizens that needs special treatment, prevention, protection and measures. Our general recommendation is that EU states in national prevention policy implement positive discrimination.

BENJAMIN FLANDER defines positive discrimination as “*the exercise of a special legal status and / or special rights aimed at preventing a less favorable situation and promoting or creating equal opportunities for certain categories of persons (weaker socially deprived members of society, members of ethnic minorities, women, the elderly, youth, the unemployed, etc.). Positive discrimination in the wider sense, which in addition recognizes a specific legal situation and special rights, involves the promotion of measures to increase the chances of employment and equal participation in social life, employment and promotion programs at the workplace, special assistance programs and the protection of the socially most vulnerable, etc. Measures which, in the broadest sense, should convey the concept of positive discrimination should contribute in particular to prevent the economic, political and social marginalization of the weakest members of the social community, a more proportionate distribution of social (economic and political) goods and burdens between different categories of persons (different social groups), economic operators, regions, etc., to more effectively eliminate and prevent poverty, to prevent social stratification, reduce social inequalities, promote equal opportunities in the field of education, employment and employment relations, decide on matters of public interest, accessing goods and services, etc.*”

**Terms and definitions**

**The Scale** - Roma, Gypsy and Traveller communities form the largest ethnic minority within the enlarged European Union and constitute the fastest-growing minority in Central and Eastern Europe. The European Commission (2011) has estimated that there are around 12 million Roma (including Gypsies and Travelers) in Europe. Recent reports by the EU Agency for Fundamental Rights (FRA) contain key findings on education, employment and training and have found only 12% of the Roma aged 18 to 24 who had been surveyed had completed upper-secondary general or vocational education, compared with over 70% of the majority population living nearby. FRA found about 90% of Roma in the survey have an income below the national poverty threshold and only about a third of those surveyed have paid work, which is often precarious and informal. FRA also notes that in EU countries, unemployment rates for Roma are three times higher than for the general population (FRA, 2014a). In addition, about 40% of Roma children live in households struggling with malnutrition or hunger. FRA found despite widespread discrimination, most Roma are actively seeking work (2014b). Exclusion also has an important gender dimension: whilst 14% of Roma men say that they have never been to school, the percentage for Roma women is 19 %. Across EU Member States, only 21% of Roma women are in paid work, compared to 35% of Roma men (FRA, 2014b).

**Segregation, Poverty and Exclusion**

There are multiple forms of segregation. Roma are living in isolated or segregated communities and experience higher levels of poverty than those in more integrated environments. Educational segregation takes different forms.

**Intra school segregation** = separate classes and buildings and facilities

**Inter school segregation** = all Roma schools are formed or improper placement of Roma children into special schools, catch up classes without proper assessment or sound pedagogical grounds.

**Risks of Segregation** - Roma children experiencing a segregated education are at high risk of becoming unemployed or working in low skilled jobs in the informal sector (LSE, 2015). Acute forms of segregation/institutional racism are also found in Western member states of the EU.

**The European Court of Human Rights** - has proven violations of the European Convention for Human Rights with reference to Roma school segregation in a number of countries including the Czech Republic, Hungary, Greece. In D.H. v. The Czech Republic (2007) the Court held that the Roma applicants had been the victims of indirect discrimination when selected for and assigned to special schools for children with learning difficulties. The D.H. case has had major implications with its condemnation of segregation and has been a lever for reform but various monitoring reports and evaluations suggest that progress in desegregation has been slow (Medda-Windischer, 2013, ERRC, 2016).

**Infringement proceedings** - were initiated by the European Commission in 2014 against the Czech Republic and against Slovakia in 2015 with reference to acts of educational segregation.

**Post school education** - enrolment differences between Roma and non-Roma become even larger than those found in school, limiting Roma integration and employability and there are few measures encouraging the participation of Roma young people in further education. Good practice tends to be localized and not scaled up (European, Commission, 2014).

**Poverty** – leads to isolated and ghettoized communities leading to segregated schools and low participation and attainment. These economic drivers in exclusion and segregation have been accentuated by welfare cuts prompted by recent austerity drives in the wake of the global financial crisis (LSE, 2015).

**Discrimination** - Roma are often listed as one of the most unpopular groups in society in surveys – discrimination and xenophobia influences institutions and makes Roma nervous and wary of those institutions leading to lower participations rates. The majority of Roma feel that they experience discrimination when looking for work: in Spain, Romania 38 %–41 % of the Roma surveyed said that they were discriminated against within the last five years when looking for work; this ranged from 66 % to 75 % in Italy, Greece and the Czech Republic (FRA, 2014). Discrimination can be explicit with employers stating openly that Roma should not apply or is concealed in short-listing and based on whether applicants have commonly associated Roma family names or in the interview discrimination is based on appearance (Messing, 2014). Racism and discrimination makes decision makers nervous to engage with and help the Roma, fearing a backlash from the majority.

**Labour/Employment Centres** - discrimination can be found on the part of front-line services charged with dealing with Romani unemployment, impacting negatively on the quality of support offered to Roma job seekers (Ryder and Greenfields, 2010, ERRC, 2007)

**Women** - are especially vulnerable, this has been attributed to low education and skills levels. In addition, in traditional communities Roma girls are in some cases not encouraged to complete their schooling and are involved in household tasks at a very young age (Preoteasa, 2013).

**Resources and Austerity -** Concerns have been raised with reference to the low impact of EU structural funds on the Roma with claims that flaws lay with the implementation process, faults compounded by a lack of rigorous evaluation and failure at EU level to revise their own strategies and recommendation when not effective (Kostka and Rostas, 2014). The EU Commissioner, László Andor, at the Sixth Roma Platform in Brussels in November 2011 raised concern about the political downgrading of the Roma issue in part because of the impact of the financial crisis and described this “sidelining” as creating a “social time bomb” that could explode at any moment (Andor, 2011).

**Mind the Gap! A** lack of ethnic monitoring and desegregated data in many EU states means that the nature and scale of segregation and exclusion is not always clearly apparent and is a major impediment to developing new policies. Where there is ethnic monitoring there is a lack of subjective indicators, which hinders the development of comprehensive explanatory models and analysis. A greater subjective dimension in research and monitoring could enrich the analysis into the attitudinal and cultural perspective of Roma on education, employment and training (Preoteasa, 2013)

**The Informal Economy –** hosts high numbers of Roma (UNDP, 2011), poor levels of education and access to mainstream opportunities is a major causal factor. It has been argued that in traditional communities Roma preferences are for autonomy and self-employment, fearing that full absorption in labor market can result in assimilation; this can lead to reluctance to adapt economic practices (Brazzabeni et al, 2016). In a number of Central Eastern European countries traditional rural patron-client relations which centered on non Roma patrons utilizing Roma for casual labour and lending to them when needed have broken down as a result of the rural economic crisis in these countries and outmigration of the non Roma. This it has been claimed has further impoverished the Roma and coupled with welfare cuts has led to an increased reliance on money lenders, who in some cases charge extremely high interest rates which can accentuate poverty **and exclusion (Hrustic, 2016).**

**Present time orientation** – it is claimed by some that a ’living for the day’ worldview by Roma is a logical coping mechanism for dealing with the hardship of marginalization and might limit educational progression and training and can diminish the potential for future planning (Day, Stewart, Papataxiarchs 1999).

Culture of Poverty - others have sought to pathologies Roma exclusion by arguing that Roma communities at the margins have developed a series of dysfunctional norms and habits which self perpetuates poverty and welfare dependency. In the wake of the financial crisis Far Right groups have been prominent in such claims (Stewart, 2012).

**Innovation** – caution is required with reference to cultural arguments such as those outlined above, not only have they been used to demonize the Roma but have also distracted from appreciation of the structural and institutional failings that lead to exclusion (Ryder, 2017). There is in fact growing evidence that there is an increasing appreciation of the value of formal education on the part of traditional Roma communities. Despite the antipathy of traditional Roma communities to the waged labor market and attendant fears of assimilation some Roma in paid employment and or located in new geographic locations have been able to adapt and innovate custom and tradition in new environments, enabling the continuing performance of identity (Grill, 2016). A growing body of evidence suggests the Roma have a strong preference for safe and regular jobs as opposed to unsafe and irregular work (Messing, 2014). This implies that measures to help Roma transfer from the informal to formal economy would be valued.

**Disempowerment**

A lack of education, distrust and outright discrimination can lead to low levels of Roma involvement in decision making in policy areas centered on education, training and employment. Disempowerment is exacerbated by institutions adopting a paternalistic attitude towards Roma by devising programmes which fail to involve them in the design and delivery of policy, Public Work Programmes have often been singled out for such criticism.

**Social enterprise and innovation** - micro-enterprise and forms of collectivity, which form part of the social economy has been viewed by some as a useful toolkit to fix market failure in particular where it impacts on minorities and has been prominent in attempts to alleviate exclusion for ethnic minorities. The social economy has also been commended for its potential to enable empowerment and bottom up development but such innovative financial instruments, have not been adequately promoted amongst Roma communities (European Commission, 2015). It has been argued that micro-lending should be coupled with training and business support, including assistance in marketing and professional skills development. In general it has been argued that micro-finance needs to play less emphasis to commercial notions of debt repayment which can discourage the highly excluded from venturing into the social economy (Ivanov and Tursaliev, 2006).

**Declining Civil Society** - In many countries Roma community organizations are facing acute challenges as reductions in government expenditure and increased competetion for depleted levels of charitable funding are causing serious funding issues leading to the closure or scaling down of civil society organizations (Ryder, et al, 2014). Complaints have been made by many NGOs and communities that it is difficult to access EU money due to a lack of necessary administrative and technical capacities to apply for or gain such grants (LSE, 2015).

**Managerialism** – excessive bureaucracy in some civil society organizations and services leads to disconnection with Roma communities and claims have been made that educated Roma have become ‘experts’ absorbed into NGO bureaucracies or civil service administrations but no longer grounded in the communities from whence they came or aspire to advocate for (Guy, 2013)

**Assimilative Agendas v Bricolage** - hierarchical forms of civil society or donor stipulated grant conditions have with reference to the Roma led to some projects being based on narrow interpretations of inclusion, encompassing assimilative and ’civilizing agendas’ which problematizes Roma culture and is dependent on mediatory process where the focus in on the minority group to change (Matras, 2015). Whilst acknowledging the existence of such a mindset and practice there is a need for a degree of caution, a danger of such post development theory critique is a propensity to veer into an unquestioning exaltation of ethnic cultures which can promote static and narrow versions of identity which fail to appreciate the fluidity of identity and value of ’bricolage’ (innovation). Genuinely intercultural and deliberative forms of dialogue and partnership, using forms of bridging and mediatory processes, can have value if both parties in the exchange are willing to listen, understand and negotiate change. Some argue this is more likely to occur when more autonomous civil society organizations and actors seek to bridge the divide which exists between Roma communities and service providers (Ryder, Rostas and Taba, 2014).

**Migrant Roma**

Roma migrant children face the same disadvantages in education (segregation, early school leaving, poor results, etc.) as other Roma children and suffer from a lack of access to school, low attendance rates and experience social rejection, racism, xenophobia. Migrant Roma face difficulties in accessing employment due to restrictions to the free movement of workers), and low educational levels coupled with poor language skills means that many Roma are consigned to low paid and skilled work or find themselves within the informal economy (European Commission, 2012). Few projects exist to support migrant Roma and according to Nacu (2011) where specific projects are organised some of the actors and agencies involved are promoting coercive agendas whilst others, influenced by discourses of inclusion, fluctuate between ideals of social justice and empowerment and more subtle forms of control through policies of assimilation or integration.

**PART 2: The PAL Response**

**The importance of data**

One of the main activities of the PAL project consisted in a data collection involving **579 organizations** as part of the initial policy research. They were informed about PAL project and purpose of community prevention policy by e-mail addresses and not just once. We made a public invitation fulfil questionnaire on social media on Facebook and on websites. Response we got just form 41 organizations and among them were Ngo’s not just Roma organizations. Duration of survey started at 10th of March 2017 and ends with extensions on 15th of September 2017.

Our conclusion is that **positive discrimination for Romani** is the necessary part of Community prevention policy for Romani. In the same time among the rest of population is equal necessary awareness rising about Roma culture and their situation to accept measures of positive discrimination to avoid a negative reaction, protest, hate speech and other discrimination of public.

**PAL Countries in Focus**

Some Headline Figures

|  |  |
| --- | --- |
| **Belgium** | “The unemployment rate among Roma is generally high, partly on account of their immigration status and partly because of their low level of education and limited professional experience” (Belgium National Roma Integration Strategy, 2012) |
| **Czech Republic** | The percentage of early school leavers among Roma aged 18–24 ranges from 72 % in the Czech Republic according to a FRA (2014) survey |
| **Greece** | In its survey of 11 countries the Fundamental Rights (FRA, 2014) agency found Greece has the lowest share of full-time work (14 %) for working-age Roma (20–64). Roma Young people aged 16 to 24 not in employment, education or training was 62% compared to 21% of the general population in the FRA survey.The FRA survey found only 44 % of the Roma sample have never attended formal education (FRA, 2014) |
| **Hungary** | According to a UNDP/World Bank/EC regional Roma survey approx 90 % of the Roma surveyed report living in conditions of severe material deprivation in Hungary |
| **Italy** | In 2011 only 158 Romani pupils attended high school. This means that in Italy one Romani child out of one thousand is not accessing high school (ERRC, 2014) |
| **Romania** | According to European Agency for Fundamental Rights (2012), the early school leaving rate for Roma is almost twice as high as for the non-Roma population. About 14% of Roma older than 10 are illiterate and about 20% of Roma have not attended school  70 per cent of Roma are reported to living below the poverty line in 2011- United Nations, Committee on Economic, Social and Cultural Rights 2014 |
| **Slovenia** | 60.5% of the Roma aged 20 to 24 years according to 2002 census data had not had completed elementary schooling, compared to 0.9% of persons of non-Roma origin. The same survey revealed 12.6% of the Roma between 20 and 64 years of age were in work (FRANET, 2012) |
| **Spain** | The share of Roma completing upper secondary school in Spain was found to be 3 % in a Fundamental Rights Agency survey (FRA, 2014). |

**EDUCATION**

According to the results, two out of nine aspects are considered to have the smallest impact on the performance of children. A total of 80% does not see the fear of safety in the school environment, and another 70% the language barriers to be significantly influential. Accordingly, no answers or suggestions referred to these problems in the qualitative section. Therefore, the aforementioned points are to be excluded from the core causes of the phenomenon.

40% agreed that ethnic intolerance from teachers does not belong to the main causes of low school performance. The perception on the ethnic intolerance by the peers is rather differing, with 32.5% of the respondents holding it to have only a low, 42.5% to have a big influence on educational success. Primarily, the suggestions in the qualitative section -which belong to the above-mentioned categories-, indicate the same ideas. Nonetheless, one comment concerning the attitude of teachers is recurrent. “Self-fulfilling prophecies or expectations for Roma students have to be transformed.” This idea worth to be considered not only because of its frequent occurrence. Expectations and faith in Roma pupils could be one of the most crucial aspects to alter, while its impact could easily outbalance the positive effects of other measures.

The question concerning the curriculum and school ethos completely divided the participants, leaving the results on both sides almost mirroring each other. Accordingly, many participants commented on this aspect, and indicated a need for change. On the one hand, some advised a change in the curriculum itself, for example “minimizing the number of subjects and focusing on the key ones -such as mathematics, nature, and society”. At the same time, many proposed the inclusion of Roma culture to the curriculum. Not only should Rome culture be better known by both students and teachers, but the work of Roma associations should also be anti-Gypsyism. This act could serve as a bridge between cultural differences and eliminate possible misunderstandings, while highlighting the positive aspects of the Roma culture and traditions. This way, by seeing themselves being represented, Roma students could also easier relate to the curriculum - resulting in a higher level of interest and motivation to learn.

On the other hand, some indicated rather systematic changes, such as flexible study hours, the stimulation and support of natural talents, or a new system of skills evaluation. Nonetheless, the improvement of educational success does not only start in the school, but the enrolment in pre-school education and early child development is equally important. Therefore, participants advised the organization of pre-school education in small Roma settlements, in which attendance should be free of charge.

Most of all, there is an outstanding agreement on the following dimensions. A total of 75% perceives the lack of family support, and 77.5% poverty as the leading cause of low school performance. The results overlap with the opinions on the high drop-out rate from school. Nonetheless, in the question of early school leaving, the aspect of early marriages takes an important role as well. The following paragraphs are to demonstrate the suggestions and recommendations of the participants about the improvement of the educational situation of Roma to governments and NGO’s which are active in this field.

The evaluation of the activity on the governments

In the following section of the survey, participants were asked to comment on the work of their governments. To describe the most effective measures, that were already implemented, and to give recommendations on how the state can increase the educational level of Roma.

The measures – therefore the answers as well – vary from country to country. Many respondents answered this question indicating that the work of the state is less than sufficient. Answers, such as “The state does not take measures” or “I do not know any specific measures taken by the state to raise Roma education” were not solitary at all. Some of the respondents did highlight the already implemented measures, and drew attention to the failures of the programs as well. The following list categorizes the already implemented measures mentioned by the respondents.

• Longer learning hours, support with the homework, after school activities

• Mediators, social workers, psychologist

• Education of teachers

• Obligatory school enrolment, application of fees when it is not met

• Personalization of the curriculum

• Roma role models

• Material help (scholarships, transportation, food and school equipment)

• National Action Plans

Participants were also asked to give recommendations to the future, on how the state could possible increase the educational level of Roma. Most of all, the aspect of involving the Roma themselves were mentioned in most of the advice. Suggestions about “the involvement of Roma communities in the schools’ curriculum design” or “in projects and decision making” were frequently mentioned. Also - as it was previously mentioned - it would be important to provide an opportunity to be able to teach the rest of the society about them. The following list aims to highlight the most important; most frequently mentioned recommendations by the respondents.

- Free education

- Support the work of Roma associations

- Improvement in housing and living conditions

- Introduction of fees and measures to the families

- Education of the teachers (non-discrimination and higher expectations)

- Nationwide plans to address the problem

- Mediation

Evaluation of the activities of Non-Governmental Organizations

Similarly, to the previous section, respondents were asked to evaluate the work of Non-Governmental Organizations as well. The long list of already implemented measures reveals, that NGOs reflect to a wider range of problems targeting a more diverse group of people. Their work does not focus only on pupils, school-age children but many initiatives aim to reach the adult population, with a special focus on the empowerment of young women. Many of these organizations aims to be constant in their work in the communities, establishing trust and providing constant assistance. Mostly, they are trying to provide extra-curricular activities, in and outside of the school.

In terms of recommendations to NGO’s the respondents highlighted the importance of

- Networking, sharing the best practices

- Establish a European level involvement of the Roma

- Provision of free courses

- Creation of trust with the families and communities

**EMPLOYMENT**

Four factors were identified as influential in terms of low employment rates of Roma. The clear majority of the respondents agree that the main reasons of the low employment rate of Roma are low education, lack of necessary skills and competences.

Another reason that was identified as a crucial one was the employer discrimination. Discrimination among co-workers is also an issue, but has less influence than the former one.

The so called ‘**poverty trap’** is considered as another obstacle that hinders the increase of employment rate of the Roma.

In accordance with these many of the suggestions of the respondent for increase the employment of Roma deal with the above-mentioned factors.

Respondents’ suggestions to improve employment among Roma in general

The answers are categorized based on the target group of the proposed actions/incentives.

The evaluation of the actions taken by the NGOs so far

Interestingly, most of the suggestions related to the employment of Roma propose educational and training programmes, not directly employment programmes or initiatives. Taking into consideration that a certain level of education is important prerequisite of employment, it is understandable, that respondents want to tackle the problem by improvement of educational level.

However, some of them reported that their vocational trainings were not popular among the target group – but without knowing the circumstance we cannot judge the reason of the failure.

Besides education, support for establishing social enterprises and own business were the other measures that were taken by local NGOs and considered useful tool of combating high unemployment rates.

Awareness rising

• *Facilitate public debate and open discussion with Roma and other stakeholders*

*• Raising awareness of large and productive businesses to provide jobs*

*• Try to make the wide range of possible employers understand the importance of accepting/integrating other ethnicities/minorities/Roma in their working process.*

**The exchange of experience learning experience: shaping the response**

On January 17th - 18th 2017 “**It is not too late**” exchange of experience conference was held in Prague in the framework of PAL project. Conference was organized by RomPraha and it was a great opportunity for exchanging experiences and best practices among PAL project partners, public and institutional stakeholders from Czech Republic, professionals active in the field of education and school inclusion. Participants came from more than 9 EU countries (Czech Republic, Italy, Spain, Greece, France, Slovenia, Hungary, Romania, and Belgium). Jan Wolf, the councilor of Praha, opened the conference and municipal officers from the Municipality participated. Representatives from the Ministry of Labor and Social Affairs and from the Agency for Social Inclusion were present. The main topics covered during the 1stday of conference were:

• *Importance of official recognition of anti-Gypsyism – RomPraha, Czech Republic ([HERE](https://drive.google.com/file/d/0B9C22gPWxfm-UEdCWjU4MVFpa3c/view))*

• *Root cause of Roma marginalisation –Corvinus University, Hungary ([HERE](https://drive.google.com/file/d/0B9C22gPWxfm-VE1WSEstZzVHUE0/view))*

• *Promoting the human rights perespective and equal citizenship for Roma – FLM, Italy ([HERE](https://drive.google.com/file/d/0B9C22gPWxfm-NmJBbkFoblhWNWc/view))*

• *Various forms of discrimination and circles of anti-Gypsyism – ENLACE, Spain ([HERE](https://drive.google.com/file/d/0B9C22gPWxfm-NW02OVJ4WUZKU3M/view))*

• Importance of sensitiv the mainstream population – Komunikujeme, o.p.s., Czech Republic ([HERE](https://drive.google.com/file/d/0B9C22gPWxfm-VmpYR1pTUHJxMm8/view))

• *Fight against the forms of Roma-intergation in education – IPSA, Greece ([HERE](https://drive.google.com/file/d/0B9C22gPWxfm-bDlhQ0ZKeVRxeXc/view))*

• *Media process of fighting the stereotypes and prejudices about Roma* *IED,Greece ([HERE](https://drive.google.com/file/d/0B9C22gPWxfm-ZWljREN6c3k2OGM/view))*

• *Roma Youth – AHEAD, Romania ([HERE](https://drive.google.com/file/d/0B9C22gPWxfm-VHd5Unl0VWFWRVU/view))*

• *Enforcement and antidiscrimination legislativ, independence of equality bodies from political parties and access to justice – SRDA, Belgium ([HERE](https://drive.google.com/file/d/0B9C22gPWxfm-RGNWT1RYak84UTg/view))*

The **Second Exchange Conference and Awareness raising Campaign „Employ me!”** was planned for **4th and 5th of April 2017** at the Quadri UC Leuven-Limburg at Diepenbeek, Belgium. The UCLL together with the other partners had suggested that the event will be organized as an open discussion between the speakers and the participants, giving opportunity for problem analyzation and active participation of the public (actual and online). For that reason was created an **online streaming link** with possibilities for interaction and questions. The link is available in the YouTube channel of the project and was watched online by **145 people**.

The event agenda was separated in the following panel discussions:

* “**EMPLOYMENT RIGHTS FOR ROMANI PEOPLE**”, moderated by Ruben JANS and officially opened by Christine SUDBROCK from ERGO Network (BE). It included the following main topics: “Rights of the Roma in the European Union: Historical Persecution and Lisbon Treaty” (Victor SOLER PENADE, Florida University), “What is Anti-Gypsyism?” (Roman HORVÁTH, RomPraha), “Enjoyment by Roma and Travelers of economic and social rights” (Andrea PLENICAR, Association for Developing Voluntary Work Novo), “Roma Representation” (Manuela CORNEJO RIUZ, ENLANCE), “Latest steps in the fight for Roma Rights (‘Strasbourg Declaration” & Council of Europe)” (Antigoni CHATZIMICHALI, The Centre for Social Responsibility in the digital age) and “The Roma and other international institutions and initiatives” (Zdenka WLTAVSKY, University of Rehabilitation Institute). All the topics presented and questions made are uploaded in the link [HERE](https://drive.google.com/drive/folders/0B9C22gPWxfm-U1dGNmFpSFRQOGM?usp=sharing).
* “**EMPLOYMENT AND ECONOMIC ALTERNATIVES FOR ROMA IN EU**”, moderated by Apostolina TSALTMPASI. It included the following main topics:”National Roma Integration strategy” (Jukka REVERBERI, Commune Reggio Emilia), “How can we tackle unemployment among Europe’s Roma?” (Javier RIAÑO, Foundo Formacion Euskadi), “Roma Are Equal: alternatives to Poverty, Racism and Exclusion in Education and Employment” (Amina BOUCHRA, European Association for Local Democracy), “Structural Barriers for Labor market integration” (Charalampos SAMANTZIS, Institute of Psychosocial Development) and “Jobs and Internships” (Andrea JENEI, Roma Informal Education Foundation). All the topics presented and questions made are uploaded in the link [HERE](https://drive.google.com/drive/folders/0B9C22gPWxfm-WTVMRFA0MWhnMkk?usp=sharing).
* “**SOCIAL ENTREPRENEURSHIP**”, moderated by Stefano CIGARINI, Comune di Reggio Emilia and welcomed officially by Ekaterini GIANTSIO from Greek ministry of Social work, Insurance & Social solidarity, Special Secretariat for the Social Integration of Roma. The session is including the following main topics: “What is Social entrepreneurship and other models to secure employment for those most in need” (Tereza BERANKOVA, Kommunikujeme o.p.s), “Social entrepreneurship for Greek Roma Communities” (Eftihia KIVRAKIDOU, ANATOLIKI) and “National report on labour inclusion” (Enrico DI PASQUALE, Fondazione Leone Moressa). All the topics presented and questions made are uploaded in the link [HERE.](https://drive.google.com/drive/folders/0B9C22gPWxfm-OVkzcGwtcnhqQlE?usp=sharing)
* “**IT SECTOR FOR ECONOMIC ALTERNATIVES FOR ROMA**” was moderated by Javier RIAÑO, Foundo Formancion Euskadi. The topics presented under this item were: “Competence Balance – Career counselling methodology & tools for Roma people” (Eva BATZOGIANNI, Institute of Entrepreneurship Development), PPS Social Integration (Federal Public Service, Ms. Isabelle MARTIJN) and SERCO project (Ms. Marta PINTO, ERIO). All the topics presented and questions made are uploaded in the link [HERE](https://drive.google.com/drive/folders/0B9C22gPWxfm-dzRCcGpOdlJFb2M?usp=sharing).
* “**MICROCREDIT AND OTHER EXPERIENCES OF ROMA SUPPORT CENTERS**”, moderated by Andreja PLENICAR, Association for Developing Voluntary Work Novo Mesto and with the following panelists and topics: ”Museum of Romany Culture in Brno” (Jakub STEDRON, House of National Minorities), “Way-out” (Marton ROVID, Corvinus University Budapest), “Romano Hape – not only Roma foods …” (Valentina ROSSI, Innopolis), b “Investment funds in EU” (Robert SERBAN, AHEAD) and “Ethnic Friendly Employer” (Tereza BERANKOVA, Komunikujeme). All the topics presented and questions made are uploaded in the link [HERE](https://drive.google.com/drive/folders/0B9C22gPWxfm-LWNldkladkk4M3M?usp=sharing).

This event was an occasion of meeting *among teachers, operators and institutional representatives aimed at developing reflections, problems and possible solutions on the subject of work integration and employability of Roma people*. It was focused on the following opportunities:

* National level- National Operational Plans: Structural Funds (mostly European Social Fund) are a strong opportunity to undertake direct actions to fight social inequalities, including those affecting the Roma communities. National Operational Plans cover three thematic priority areas: support for systems; support for local communities, organizations and business; support for people. With specific regard to Roma groups, we could select three priority intervention areas: education, employment and social integration at community level
* Regional level: Regional Operational Plans: Funded programmes at regional and apprenticeship opportunities
* Local level: other actions aimed at employment. More specifically: Tools provided by national law and dedicated to all the citizens (apprenticeship, traineeship, employment grants and VET); Tools by cooperation with Third Sector bodies, for instance as cultural mediators and operators; All the actions that could be classified as “self-employment”. Usually self-employment activities are mostly organized in cooperatives or associations directly founded by Roma, Sinti and/or NGO (for instance cooperatives for recycling materials or for crafts)

The partners from **Komunikujeme o.p.s** and **CUB** had finalized the **Training Toolkit** under the **WS 2.3** in order to be used for training the trainers. The objective of WS2.3 was to produce a training toolkit that to be used in the training of trainers in WS3.1 and WS3.3, which will involve the development and implementation of webinars in each participating country in either education (WS3.1) or employment (WS3.3) related topics. The toolkit was prepared in WS2.3 aims primarily to provide *further training for those working with Roma people in topics discussing the current situation (the gap, challenges and barriers) of Roma people in education and employment and in the EU and national policy frameworks, measures and good practices.* The partners that were included in the preparation of the current toolkit are **ANATOLIKI SA, AHEAD, Comune di Regiio Emilia, CUB, DRPDNM, ENLACE, Fondo Formacion Euskadi, IPSA, Komunikujeme o.p.s., RomPraha, SRDA**. The materials that should be prepared are identified on specific topics titles based on which the partners have prepared lessons plans that are approved by the leading organizations. The topics are separated in educational and employment character, as following:

Educational field

* “Fighting discrimination and anti-Gypsysim” prepared by **RomPraha**
* “Enlightened education: Using play and games for facilitating of difficult topics” prepared by **Kommunikujeme**
* “Roma Youth Opportunities” prepared by **AHEAD**
* “Challenges and barriers in early education” prepared by **IPSA**
* **“**REYN programme**”** prepared by **ENLACE**
* “Challenges, barriers in education-personal documents” prepared by **Corvinus University Budapest**

Employment Filed

* “Antidiscrimination and social inclusion of Romani people” prepared by **Comune di Reggio Emilia**
* “Existing legal and professional frameworks” prepared by **SRDA**
* “National Roma Platforms“, prepared by **DRDNM**
* “Challenges and barriers in Romani employment“ prepared by **ANATOLIKI SA**
* “Enhancing multi-stakeholder cooperation” prepared by **FFE**

The toolkit will consist of a lesson plan and a teaching aid to assist the implementation of webinars, for each topic defined in the project proposal:

* A 10-page-long pdf document (**lesson plan**), based on a template (see under Chapter 5), to guide the implementation of the training of trainers webinars in WS3.1 and WS3.3.; **11 plans have been prepared**
* A **PPT document** with 10 slides, based on a template (see in attachment), to use in these training of trainers webinars (**11 ppt-s** with **138 slides**)

All the finals of the materials are available [HERE](https://drive.google.com/drive/folders/0B9C22gPWxfm-bTJXdlNkN3BFU0k?usp=sharing) and in the website of the project [HERE](http://projectpal.eu/research/training-toolkits/).

**PAL Results: successes, challenges and lessons learnt**

This section of the report is aimed at presenting the results achieved by the PAL project in reaching the following two main project objectives:

* strengthening the capacity of NGOs and institutions supporting Romani youth and children to respond to need of education and employment;
* Promote the economic empowerment of the Romani involved in the project.

As explained at the beginning of the report, the main tools used for assessing the results of the project under these two objectives were focus group sessions involving the targets of two project activities: the trainings of trainers (TOTs) and the training of youth Romani (TOLs).

The evaluation sessions were carried out by partners at the end of each TOT and TOL using a common assessment form. A consolidated analysis of all these documents has allowed assessing how far PAL could go in contributing to achieve its two main project goals and what should be done in future interventions. As for the training of trainers, apart from the final evaluation discussion each TOT was also assessed through two other two tools: a self-assessment form to be filled in by the participants’ before and after the training to measure the improved skills and knowledge and a training evaluation form. The section below presents a consolidated analysis of the results of all the assessment tools used in the framework of the PAL project.

**PART 3: The way forward**

The PAL project allowed systematizing and producing relevant knowledge and results on the issue of promoting the education and employment of youth Romani that can be summarized under the following areas:

* *Generating Evidence on Roma Inclusion to inform evidence –based policy making studies and research*
* *Leverage partnership with key international actors*
* *Mainstreaming Roma inclusion and scaly up viable approaches*
* *Multi-sector approaches to social inclusion*
* *Effective coordination of policy implementation*
* *Sustainable social inclusion on policies*
* *Targeting and mainstreaming –Roma participation enhancement in local actions Positive action and other comprehensive measures to promote non-discrimination and equality*
* *Data collection*

**Conclusion remains**

Our conclusion is that positive discrimination for Romani is the necessary part of Community prevention policy for Romani. In the same time among the rest of population is equal necessary awareness rising about Roma culture and their situation to accept measures of positive discrimination to avoid a negative reaction, protest, hate speech and other discrimination of public.

Statement of the Secretary General Thorbjørn Jagland ahead of the International Roma Day “10 goals for the next 10 years” address all the problems Roma faced. But without concrete numbers is difficult to measure what is half or double of unknown number.

**Roma should consider what is better for their community: positive discrimination leads them, on the one hand, to the risk of collecting data according to the national key, and on the other hand, a better starting position.**

By our opinion, the most effective way to achieve the best results is synergy of Roma projects and important documents as EU Framework for National Roma Integration Strategies up to 2020. There are many problems Roma facing with but it is necessary to focused on concrete goals and strengthen effects. In PAL project is this education and employment field.

**Ethnic Discrimination caused Psychological consequences**

“Roma have developed certain social behaviors to response to their social stigmatization and discrimination. They are developing different forms of psychological defense mechanisms, including conformism and resignation, or defensive behavior. With these self-defense mechanisms try to neutralize negative feelings produced by negative relationships. Some Roma change their identity as changing Roma surnames, abandoning the Romani language. Roma have few alternatives—either they hide their Roma ethnic identity, move out of the city or country, or accept their situation. Camara P. Jones (2002), named another level of discrimination, an internalized level of discrimination (or racism). This refers to situations where the victims of discrimination develop a negative discourse about themselves. If people experience denial, ignorance, disapproval, or oppression for a long time, they can easily develop a real identification with their role of a victim, and start blaming themselves for the situation. The content of prejudices becomes the content of their self-identity, they start to react according to the ascribed prejudice and the dominant society (which is producing such prejudices) is given an argument for such beliefs. This process can be referred to as a vicious circle of discrimination.”

New Understandings of Ethnicities and Discrimination

Nowadays significant international and local documents in the different fields of professional work (ethics codes) use principles such as individualization, ethnic or cultural sensitivity, an anti-discriminatory. Understanding the dynamics of discrimination and its effects also enables employees to understand its complexity, its multi-dimensionality and the fact that the many levels of discrimination. Understanding the ethnic reality of marginalized Roma communities constitutes particularly important knowledge. It allows professionals to understand certain types of Romani behavior, such as fatalism, conformism, passivity, distrust of institutions, which is often the result of a prolonged experience of discrimination. The recognition and understanding of exclusion and racisms, called “ethnic reality” is the first step toward antiracist and ethnically sensitive behavior of institutional/public employees.

Roman Horvath from Czech Republic, Roma who successfully has finished his studies in his paper on international PAL meeting in Belgium has given brief historical overview of roots of Anti-Gypsysim and “What kind of dimensions of anti-Gypsysim are there?”. He said that:

**“***Anti-Gypsyism is often understood as meaning only, or mainly, the violence and hate speech of political extremists. That is an important dimension of anti-Gypsysim, the most extreme one and it needs to be dealt with primarily with instruments of criminal law, but also with re-education of young people with extremist tendencies. However, anti-Gypsyism should not be reduced just to the hate speech of recognized far-right extremists. It is not just about what extremists say and do, but also about much broader second circle, i.e., widespread anti-Roma rhetoric on part of mainstream party politicians, civil servants and journalists. Thirdly, it is not just about rhetoric that is openly anti-Roma, but also about statements by mainstream politicians, civil servants or media that are fatalistic, underestimate the Roma, perpetuate low expectations – often with the hint that Roma are too different to have the same aspirations as other people. Fourth, it is not just an issue of what mainstream decision-makers and opinion-makers say about the Roma, but also an issue of what they say – or, rather, don’t say – to and with the Roma. Fifth, anti-Gypsyism should be understood as involving not just speech but also action that discriminates against the Roma, directly or indirectly.*

*Sixth, it is not just about action (discrimination) by individuals, but also about State policies that have a discriminatory impact on the Roma, even when they are formulated in a seemingly ethnically neutral way, without explicit reference to the Roma. Seventh, it is not just about policies which actively damage the Roma but also about State’s failure to act, their inaction and neglect, which is often based on the fatalistic, self-fulfilling acceptance of low expectations. Lack of action on extremely poor living conditions of Roma – conditions that would not be tolerated if they concerned people of majority ethnic background – is also a form of anti-Gypsyism*. **“**

**Challenging Discrimination**

Since discrimination produces and manifests itself on three levels (personal, cultural, and structural or institutional), the process of challenging discrimination also takes place on the same levels. Personal racisms are often expressed in language or in the way employees of public institutions speak about members of ethnic groups. Discourses on Roma in social work, education, employment is often filled with cultural stereotypes that individuals have internalized. To abolish discrimination on the personal level means fighting for an ethnically sensitive practice based on antiracist principles. Universal ethical principles are individualization, acceptance, a non-judgmental attitude, care for confidentiality, respect, empathy. The ethnically sensitive “public” employee uses sensitive language, empowering victims of discrimination, strengthen their self-esteem, teach them new social skills, encourage their independence, and provide information.

Dominelli (2008) wrote about ideal social workers who not only react on the micro (personal) level, but also exert their influences on the macro (cultural and structural) level. His “ideal” employee could be used not only for social workers, but also teachers, administrative state workers etc.

On the cultural level, the influence of their work is seen in raising awareness: promoting the breaking of social stereotypes by carrying out workshops on tolerance among primary school pupils, striving for antiracist ideology in public and social work theory and practice, expressing criticism of value-based practice among co-workers, and encouraging public debates about social inequalities and social exclusion or inclusion.

On the structural level, technicians strive for ethnic or cultural sensibility in organizational settings, abolishing routine practices, and striving for positive discrimination in legislation. Giving support in employment and providing opportunities to employ Roma minority members in social work and education organizations and public institutions. They directly contribute to the abolition of institutional racism. Social welfare institutions that employ a member of the Roma ethnic group tend to develop an ethnically more sensitive practice, mainly seen in use of the Romani language as part of the working relationship with Romani users of social services, as well as raising awareness about Roma’s “ethnic reality” among other public employees.

Another important challenge in transcending institutional racisms lies in the promotion of community social work with Roma. Jones (2002) believes the institutional or structural level is the most significant level to address to challenge the status quo. Changes will, in turn, start to happen on other levels as well.

Institutional level is crucial, but on the other way, the only level where could be positive discrimination implemented.

In order to establish community prevention policy for Romani on national and EU level is necessary to implement positive discrimination. The position of Romani minority is still so far from the average level of the others EU citizens that needs special treatment, prevention, protection and measures. Our general recommendation is that EU states in national prevention policy implement positive discrimination.

Benjamin Flander defines positive discrimination as “the exercise of a special legal status and / or special rights aimed at preventing a less favourable situation and promoting or creating equal opportunities for certain categories of persons (weaker socially deprived members of society, members of ethnic minorities, women, the elderly, youth, the unemployed, etc.). Positive discrimination in the wider sense, in addition to recognizing a specific legal situation and special rights, involves the promotion of measures to increase the chances of employment and equal participation in social life, employment and promotion programs at the workplace, special assistance programs and the protection of the socially most vulnerable, etc. Measures which, in the broadest sense, should convey the concept of positive discrimination should contribute in particular to preventing the economic, political and social marginalization of the weakest members of the social community, a more proportionate distribution of social (economic and political) goods and burdens between different categories of persons different social groups), economic operators, regions, etc., to more effectively eliminate and prevent poverty, to preventing social stratification, reducing social inequalities, promoting equal opportunities in the field of education, employment and employment relations, deciding on matters of public interest, accessing goods and services, etc.”

**Recommendations**

**Action to be taken at the community level**

Many respondents claimed that actions have to address the problems at the level of the community in order to tackle negative stereotypes and discrimination.

* Integration of Roma communities:
* It is crucial to integrate Roma communities in as many activities as possible.
* in the case of Roma projects and incentives plan and implement activities applying the participatory method – involve the Roma community in the project during the whole project life-cycle
* Launch projects/local events/educational activities that help to understand Roma culture and traditions

**Actions to be taken at the personal level**

The aim of these actions and services is to enhance the employability of the person in several ways.

Most of the suggestions deal with the development of skills and capacities at the personal level.

**Education**

* *Providing training programmes to increase employability at a general level. A various set of training were mentioned, such as:*
* *Skills development (most of the cases it is not specified what type of skills)*
* *language courses*
* *literacy (computer, mathematical etc.) competence courses*
* *“how to prepare a CV” courses*
* *providing training courses that have real value at the labor market*
* *Coding courses*
* *Vocational trainings that meet the local job demand*

**Personal support/pre-employment services:**

• *Job search and job application*

*• How to prepare for a job interview*

*• Enhance motivation to find a job*

*• Private and public agencies that help young people to enter the labor market*

**General and state level**

Many claims that social enterprises and cooperative enterprises could be a real alternative to the open job market in many cases. Therefore, the start-up of these kind of companied should be encouraged and subsidized by the states.

In the case of the business companies a special financial incentive should be introduced for those employers who employ Roma workers.

* *Encouragement of self- employment and entrepreneur ship*
* *Social entrepreneurship training programs*
* *Promotion of self-employment among Roma very often occurs among the answers as a measure for tackle illegal forms of work and unemployment. Nevertheless, many examples drew the attention that self- employment requires a wide range of skills and specific financial conditions, mentoring, support etc., consequently programmes aiming to support the start of an own business should be very carefully designed and implemented.*
* *Cooperative enterprises*
* *Providing help for creation of cooperative enterprise and / or cooperative organization (legal help, financial* advice, financial support for starting the business etc.)

**Organizational level:**

• *Mediation between potential Roma employees and employers: an intercultural mediator can effectively support the integration of Roma employees at the workplaces*

**COMMUNITY PREVENTION POLICY FOR ROMANI PEOPLE**

Each community must find own community prevention policy which is most convenient and appropriate in circumstances they have. But the fact is that is necessary to make positive discrimination political acts, rules which could be base for better and more effective integration of Roma population in the field of education and afterwards employment. This is not quick or easy task. It must be done on different aged target groups of Romani and other population. PAL project was not designed like to speak instead of Romani but to stand up for their rights shoulder by shoulder. So, questionnaire we designed for them to inquire what priority problems to solve are and to include them in community prevention policy paper did not give results we expected. We faced with language barrier because Roma usually do not speak English which is the project language and in most cases difficult to articulate their opinion in official language of the country they live in. On the other way could be resistance from their side that always majority speaks instead of them what is good for them. In extended period from March to September 2017 we try to collect as many possible replies on questionnaire as it was possible from Roma national and international associations. First, many of e-mail official addressees listed in directories and mediated from PAL project partners were out of time and failed. The rest which reached the addressed organization are fulfilled in rare examples even personal contacts to organizations of PAL project partners, translation in official language of the state etc. On the other hand, maybe open questions are too ambitious ask about opinion and suggestions. To fulfil Questionnaire, you need some time to think and skill to articulate your opinion in non-native language. Anyway, we try the best and use huge effort to make conclusion sincerely hope to contribute to best solutions.

**APPENDIX ONE**

**The PAL GENERAL POLICY OVERVIEW –** Gives a summary of the 2015Education and Training Monitor country reports for PAL focus countries ([**http://ec.europa.eu/education/tools/et-monitor\_en.htm**](http://ec.europa.eu/education/tools/et-monitor_en.htm)) - Sections of the reports referring to low socio-economic income, spatial exclusion and migrant groups are of particular relevance to Roma communities. In some cases direct references are made to Roma. (Numbers indicate page numbers in country reports in the EU)

|  |
| --- |
| **Belgium** |
| **3** - The education system is still performing well on average. Participation in early childhood education and care is almost universal for children over the age of three and the early school leaving rate is on a downward trend. However there is high educational inequality related to socio-economic and immigrant background and wide gaps in performance between schools. The academic performance of pupils enrolled in vocational education and training (VET) is poor. The early school leaving rate among foreign-born people is twice higher than the rate of those born in Belgium (17.5% in comparison to 8.7%). General government expenditure on education as a proportion of GDP remains among the highest in the EU (6.4% in 2013 compared to the EU average of 5%)  **5** - The recent decision to request young people up to the age of 21 to complete upper secondary education before qualifying for the integration allowance is an attempt to prevent young people from dropping out of education.  **6** – From 2017 new inspection processes will target teaching support by the low-achieving schools  **11** - There are validation mechanisms/systems of non-formal and informal learning |
| **Czech Republic** |
| **3** - The overall educational outcomes and employability of school and higher education graduates in are good. General government expenditure on education as a share of GDP was 5.2% in 2013, surpassing the 5.0% EU average  **4** - The early school leaving rate, 5.5% in 2014, remains very low in comparison to other countries, but 72% of Roma children leave school early  The proportion of teachers participating in professional development related to teaching students with special needs and training for teaching in multicultural or multilingual settings is low  The insufficient availability of public kindergartens particularly affects low-income groups. The latest available data show that only 26% of Roma children aged 4 have participated in early childhood education and care (ECEC) prior to starting compulsory education  **5** - A number of strategic documents set out measures aiming at greater equality through a significant reduction in the number of Roma children in ‘practical schools’, targeted reduction of early school leaving, helping teachers move towards inclusive education, increasing the number of education assistants, strengthening support for secondary and tertiary education of Roma, largely financed by EU funds. A key measure is the amendment to the Education Act to ensure that individual support is given to pupils in mainstream education.  Reliable data is needed to monitor the impact of the measures  Legislation is being drawn up to make the last year of ECEC compulsory from 2017/18  **8** - Upper secondary students’ participation in Vocational Education Training (VET) is significantly higher than the EU average (73.8% compared to 49.8% in 2013)  Since 2014, direct and indirect funding of secondary and tertiary vocational education by employers is considered as a tax-deductible expense. |
| **Greece** |
| **3** - In recent years, the Greek education and training has experienced major financial cuts. The general government expenditure on education as a proportion of GDP is among the lowest in the EU. It stood at 4.5% in 2013, compared to an EU average of 5.0%  **4** - The early school leaving rate was 9% in 2014, better than the EU average (11.1%). The early school leaving rate fell by 5.3 percentage points during the economic crisis, from 14.3 % in 2007. Greece has also already reached its Europe 2020 national target of 9.7%. But, the national average masks major variations between groups with children born abroad having a leaving rate, of 27.8% in 2014  Greece has one of the worst performances in Europe with regard to basic skills. The proportion of low achievers is higher than the EU average  Participation of 4-6 year-olds in early childhood education and care (ECEC) is low. In 2013, 76.4% of children in that age group took part in ECEC, compared to an EU average of 93.1%. In 2012, only 55.6% of 4 year-olds took part in pre-primary education, compared to an EU average of 86.7% |
| **Hungary** |
| **2** - Hungary has adopted several national strategies to improve the quality of its education and training system, including an early school leaving prevention strategy. Early childhood education and care is compulsory for all children from the age of 3 as of September 2015, which may contribute to improving education outcomes, particularly those of students from disadvantaged socio-economic backgrounds.  However, the proportion of low achievement in basic skills is increasing and the socio-economic gaps in performance are still among the highest in the EU. Increasing the participation of disadvantaged students, in particular Roma. Inclusive education and improving support through targeted teacher training is a challenge. The early school leaving rate among pupils in vocational schools is significant. Adult participation in lifelong learning remains very low.  General government expenditure on education as a share of GDP is among the lowest in the EU.  Public expenditure on pre-primary and primary education as share of the GDP is only 0.9% (compared to the 1.6% EU average).  The proportion of adolescent low achievers increased between 2009 and 2012, the influence of the socio-economic backgrounds and school location are important factors  **3** - Most of the low achievers live in the north-east of Hungary, which is hit hardest by poverty (has a high Roma population). In these regions, the proportion of pupils from disadvantaged backgrounds (28-29%) is double the national  Roma pupils’ educational attainment is below the national average. 77.7% of Roma complete eight years of schooling (lower secondary) as their highest education level compared to the national average of 24.6%, and account for less than 1% of graduates from tertiary education compared to 18.5% in the adult population. Roma who attend schools and classes where the half or majority of their classmates are Roma is high and segregation is a serious problem.  Several catching-up programmes to help disadvantaged children's chances of acquiring better skills and educational attainment continue to be available (such as after school clubs and scholarships)  ‘Bridge’ classes were introduced in 2013 and offer second-chance programmes for those pupils who either were not able to complete primary school education or have not been accepted in any secondary schools.  **4** - In 2014, the government adopted strategies on the prevention of early school leaving. In January 2015, the Public Education Law defined the term ‘student at risk of early school leaving’, and introduced an early warning system with declining educational performance as the only indicator which may have a limited capacity  **8** - Participation in upper secondary vocational education and training (VET) is below the EU average (26.5% compared to the 48.9% EU average in 2013). The share of VET students in work-based learning is about 70%, one of the highest in Europe. The drop-out rate from VET remains a cause of concern (around 30% in 2013)  **9** - Financial benefits (tax credit, reimbursement of costs and tenders for the infrastructural development of the training sites) are important incentives for companies to provide company training |
| **Italy** |
| **3** – Italy it is reported has made progress in improving its education system over the last few years. The early school leaving rate is falling and participation in early childhood education is almost universal for 4-6 year-olds. However, the early school leaving rate remains well above the EU average. The tertiary education attainment rate for young people is the lowest in the EU and many students drop out of tertiary education. Work-based learning is not well-developed and entry into the labour market is difficult for young people.  General government expenditure on education, as a proportion of GDP (4.1% in 2013) and as a proportion of general government expenditure (8.0% in 2013), is the lowest in the EU and includes tertiary education, which is the lowest in the EU at only 0.4% of GDP and 0.7% of total general government expenditure in 2013.  Between 2009 and 2013, overall public funding for higher education was cut by approximately 20% in real terms.  Although the early school leaving rate has been on a downward trend since 2008, it remains well above the EU average (15% in 2014 compared with the EU average of 11.1%), especially among foreign-born students (32.6% in 2014 compared with the EU average of 20.1%)  Although the performance gap between natives and first-generation immigrants is large, second-generation immigrants partially catch up. Integrating students with an immigrant background is at an early stage of development, but is becoming more significant  **4** – Schools have to produce a self-assessment report identifying strengths and weaknesses, based on a standardised template from the National Agency for School Evaluation (INVALSI). Each school also had to identify areas to be improved and targets to be met over the following years.  **6** - Italy’s tertiary education attainment rate is the lowest in the EU (23.9% in 2014 for 30-34 year olds), and is below the Europe 2020 national target of 26-27%. The attainment rate is particularly low among foreign-born people (12.8% compared with an EU average of 35.6%).  **8** - While the participation of upper secondary students in vocational education and training remains above the EU average (59.4% compared with 48.9% in 2013), the employment rate of recent upper secondary graduates17 is the lowest in the EU (38.3% in 2014). This is partly due to insufficiently developed work-based learning: only 10.7% of upper secondary students participated in traineeships in 2013/14  Italy has the second highest proportion of young people not in education, employment or training in the EU (26.2% of 15-29 year-olds in 2014) after Greece (26.7%). |
| **Romania** |
| **3** - Romania’s tertiary education attainment rate has risen in recent years. The Government has adopted a strategy on tertiary education to make higher education more relevant to labour market needs; and to improve the accessibility of higher education for disadvantaged groups. It also adopted strategy for reducing early school leaving.  The early school leaving rate remains well above the EU average. The availability and access of early childhood education and care services is limited, especially in rural areas and for the Roma community. The tertiary education attainment rate remains the second lowest in the EU. Adult participation in lifelong learning remains far below the EU average.  General government expenditure on education as a share of GDP is the lowest in the EU at 2.8%  Research indicates schools in disadvantaged communities have limited resources and usually fail to carry out any additional support activities targeting students at risk of school, the core financial resource of these schools is state funding and in some cases it constitutes their sole budget. The conclusions of the research were also relevant for schools in areas with a Roma population, as Roma children accounted for more than 10% of children in most of the schools included in the sample.  Romania has the third highest early school leaving rate in the EU. The early school leaving rate for Roma is almost twice as high as for the non-Roma population. About 14% of Roma older than 10 are illiterate and about 20% of Roma have not attended school.  Integration of Roma children in schools is difficult, with 26% of Roma children attending ethnically-segregated school classes  **4** - Participation in early childhood education and care (ECEC) in Romania has been slowly decreasing in recent years and is below the EU average (86.4% in 2014, compared to 93.9% in 2012 and 86.4% in 2011). Participation in ECEC is characterised by major disparities in access for the most disadvantaged children, such as Roma communities  **5** - To overcome the lack of any preschool experience for children in some communities, a compulsory preparatory school year, started from 2012. A number of European Social Fund (ESF)- and World Bank funded strategic projects in ECEC, including an important focus on Roma children, are currently being implemented.  **6** - Initial training for primary teachers is insufficient in preparing them to integrate children with special needs and Roma children  **7** - Romania’s tertiary education attainment rate has been steadily increasing over the past four years and reached 25% in 2014, on track to reach the Europe 2020 national target of 26.7%.  The participation of upper secondary students in vocational education and training (VET) in Romania remains above the EU average (60% compared with 48.9% in 2013). However, the drop-out rate in VET high schools was twice as high compared to general upper secondary education in 2012. Since the 2014/15 academic year, schools have been receiving incentives to offer second chance programmes to young adults who left education and training early.  Romania has not made significant progress in recent years on the participation of adults aged 25-64 in lifelong learning. The 2014 rate of 1.5% is the lowest in the EU falling well below the EU average of 10.7%.  **9** - With the support of the World Bank, the Romanian Government has developed a national lifelong learning strategy and a methodology for the organisation and operation of community lifelong learning centres. Priority groups include early school leavers |
| **Slovenia** |
| **3** - Slovenia has reached the national targets set by the Europe 2020 strategy. Early school leaving is the second lowest in the EU and tertiary education attainment is above the EU average but there are very marked regional differences, indicating that socio-economic background has a strong effect on educational achievement.  Slovenia ranks alongside the Scandinavian countries when it comes to overall investment in education (6.4% of GDP)  **4** - The figure for early school leaving in Slovenia is the second lowest in the EU (4.4% in 2014). Children born to foreign parents, however perform worse than native Slovenes.  **5** - Early childhood education and care (ECEC), data shows that the participation of children with immigrant status in ECEC is low. In the 2011/12 school year, only 6.5% of immigrant children aged 1 to 2 and 12.7% of those aged 3 to 5 participated  **6** - Slovenia is continuing to work on the ‘Opening up Slovenia’ initiative and includes research and development of new concepts, models and methods in open education and setting up a nation-wide test bed for open learning environments.  Slovenia has reached its Europe 2020 national target for tertiary education attainment, with 41% of the population aged 30-34 in 2014 having a tertiary qualification  **8** - Participation of upper secondary students in vocational education and training (VET) remains above the EU average (65.9% compared to 48.9% in 2013)  **9** - The Government plans to introduce apprenticeships via a new law, which defines the role of the apprentice as an employee and clarifies the role of the social partners. A coordinating body for vocational education has been set up |
| **Spain** |
| **3** - Participation in early childhood education and care is almost universal for children aged 3 to 6. Spain has one of the highest tertiary education attainment rates in Europe, and enrolment in vocational education and training increased by 13% between 2013/14 and 2014/15 with a particular expansion of the ‘dual model’ of work-based training combined with vocational school training.  Despite a steady fall in early school leaving over the past six years, Spain still has the highest rate in Europe. There are also great disparities in the performance of school students linked to socioeconomic background. Recent reform of the education and training system is expected to reduce the early school leaving rate still further while improving the level of basic skills of low performers.  Government expenditure on education as a share of GDP stood at 4% in 2013, below the EU average of 5%.  After two years in which expenditure on grants and scholarships fell, financial support to vulnerable families increased by 0.2% in 2014.3 A change in the selection criteria led the number of those eligible to fall by 6.7% between 2013/14 and 2014/15,4 although the number of applicants increased due to overall economic circumstances  The early school leaving rate continued to fall, from 23.6 in 2013 to 21.9% in 2014. However, Spain still has the highest rate in Europe, well above the Europe 2020 national target of 15%. The problem is made particularly complex by great disparities in dropout rates between different social, cultural and economic backgrounds  Early school leaving among foreign-born students, at 37.8%, is twice as high as the rate among those born in Spain (18.9%  **4** - Participation by children aged three to six years in early childhood education and care is almost universal and average participation by three-year-olds is 95.8%, far above the EU average of 85.3%.  Spain is introducing a two-year initial vocational training programmes (Formación profesional básica FPB) at lower secondary education level for students aged 15.  **5** - Spain has one of the highest rates of lower secondary education teachers reporting having undergone professional development to teach in multicultural and multilingual settings  **6** - Spain has a tertiary education attainment rate of 42.3% for 30-34 year-olds, above the EU average of 37.9% but still below the Europe 2020 national target of 44%.  **8** - The employment rate for recent upper secondary graduates in Spain has fallen by 50% since 2009 reaching its lowest rate of 40.9% in 2013. In 2014, the employment rate for upper secondary graduates has grown again to 54.7%.  Spain is reforming the VET system by offering young people diplomas offered both for medium-level and high-level VET and increasing the flexibility of programmes |

**APPENDIX TWO**

**EDUCATIONAL REFORM**

|  |
| --- |
| **Equipment and Materials Support** |
| *• The state should give to Roma parents the necessary school equipment such as bags, pencils, notebooks. The state should support the students at universities economically.*  *• Improving the living condition of Roma families*  *• Above all, ensuring housing stability and drastically reducing the burden of financial insecurity on families.* |
| **Educational Curriculum** |
| **GENERAL COMMENTS**  **•** *Remedial teaching*  *• Motivations*  *• Activities*  *• Specific Programmes and school support*  *• For better practices and learning improvement of Roma students is necessary to motivate presence of Roma students, rise education of Roma families. Teachers and others must have bigger expectations about the success of Roma students.*  *• Change of study program, involvement of cultural ombudsman, family support*  *• Stimulating their natural gifts > mainly artistic (music, dance, crafts)*  *• Changing the strategy > a younger, more up-to-date approach*  *• They face easily coordinator role, and rule very right. Very human and friendly with peers, helpful.*  *• I propose another kind of skills evaluation and interests for Roma children, based on resolving tasks in games, composing and expressing themselves by music or images, presentations, movies.*  *• Connecting the compulsory school with the professional institutes, allowing 13-year-old students to attend professional practical lessons*  *• Flexible working hours in the school*  *• "self-fulfilling" prophecies or expectations for Roma students have to be transformed*  *• children should go to mixed schools, without segregation*  *• minimizing the number of objects, without too many optional contents, focusing on key subjects - mathematics, Slovenian, nature and society*  *• motivation for the kids, as well as their parents, would be the school bus or the school lunch for free*  *• creating additional incentives and bonuses to finish each class*  *• the introduction of scholarships for all studies for Roma students, not just those who go to study in the pedagogical direction*  *• More education measures that give motivation to participation in education not that more motivation for their involvement, the lack of involvement brings so many Roma to close not that self-exclusion.*  *• To increase the education level of Roma we have to implement holistic approaches and interventions at all levels, specifically we suggest : Workshops for young parents families and Interventions for the empowerment of Roma women because the women are the central person that teaches the values in every facility so if they are motivated to participate in the education*  *• Non-formal activities for Roma and non-Roma children (athletic activities, human rights, etc)*  *• Programs to highlight the Role Models and young Roma that have achieved to go to University and how this changed their life*  *• Give fellowships to children that have high grades or adult Roma that attend to Second Chance School*  *• Highlight the potential of getting a job / work placement after graduation*  *• Support, through individual plans, minors who are inclined to continue their studies in order to enhance the qualities of young people who show motivation to pursue their studies, including individual tutorials*  *• to adopt the curriculum more for the Roma pupils (more sport activities, art activities, less natural sciences etc.),*  *• Integration education would be important.*  **PRE-SCHOOL EDUCATION, EARLY CHILDREN DEVELOPMENT:**   * *children should be enrolled in a kindergarten as soon as possible, which should be as cheap as possible or even free of charge* * *organize pre-school education in Roma settlements*   *.* |
| **LANGUAGE:** |
| * *Equal treatment and interest in their problems. Knowledge of basic vocabulary of their language by teachers. Outlining positive elements of their culture. Health and Sexual Education Courses for the Active Reduction of early marriages.*   *Sufficient continuing support must be provided at school for faster overcoming language barriers and integration.* |
| **ICT:** |
| * *I have observed at PC they are very skilled on games, presentations all that mean showing skills, abilities.* * *IT and ICT skills are very easily understood and learned.* * *Students, who don’t know to read or write, compose music with internet tools very easy and coherent.* * *Interactive workshops with citizens from the wider society in order to combat stereotypes and prejudges* |
| **ROMA CULTURE:** |
| * *Showing more respect for their traditions* * *Supporting Roma culture associations activities* * *Implementing projects of Romanì culture knowledge and anti-ziganism in schools* * *Rom culture should be better known at schools* * *Schools should make Roma culture be well-known* * *Roma culture should be better known* |
| **PARENTAL WORK:** |
| * *Other means of persuading the Roma families > motivating them through a different approach* * *Involving the Roma community in different activities, not marginalising them* * *Organising more dialogues with the Roma families to reflect the benefits of education* * *More transnational cooperation of the Organisations/Associations that work with the Roma community > sharing best practices, stimulating collaboration on misc. projects etc.* * *Including parents in 1-adult literacy skills 2- qualification 3- job orientation / insertion projects* * *Supporting families in solving practical problems as school transport, teachers talks, school bureaucracy* * *Second, strengthen the self-esteem of parents and children while ensuring the open-mindedness of people about the society in which they are located and must ""fit"".* * *Work towards mutual trust and mutual understanding.* * *Leave the time to the time, not run after results at any cost.* * *All Roma or non-Roma families must have supplemented the Maslow pyramid; the social system of "persecution" by social agents must implement improvements.* * *family monitoring, regulation of material conditions in the family (food, electricity, access to the bathroom)* * *They have all the condition necessary for education. Parents should encourage them to school and talk a lot about how without profession there is no future.* * *Work and raise the awareness of ROMA Families about the importance of education* * *to work more with the parents and kids on the daily bases* |
| **OTHERS:** |
| * *Prohibition of marriage to minors* * *Roma should not be "persecuted" by the social system* * *Roma should not be "persecuted" by the social system* * *raising awareness about the harmfulness of premature marriages* * *Following national legislation.* * *In our municipality, there are 4 Roma students attending high school. Inclusion of the Roma community in education is one of the challenges of our municipality; it is also a difficult task. In order to increase their involvement in education, it is important to undertake these measures: Ensure a housing according to the living standard of Roma families, so they will have an appropriate environment where their child learns. Parents' employment, and for this is necessary their qualification in vocational courses and promotion for employment. Parents' education and training on the importance of educating their children. Education and training on the negative consequences of early marriage (Divorced 20-years-old girl with 4-5 children). Their integration into socio-cultural-sporting activities with the majority of the children, therefore, should also be staff training in the administrations or associations that provide these services to raise awareness of the role of inclusion of Roma children in these activities. Providing school articles and clothing support. Inclusion of Roma history and culture in school curricula, so the Roma will feel more represented and the majority of the children will recognize the values ​​of this community, providing transport for children who are away from school.* * *Consistent implementation of legislation on compulsory primary education and sanctioning those who do not send children to school. The Roma themselves confirm that they are consistently adhering to the rules that are clearly defined and, in the event of non-compliance, they produce enough unpleasant sanctions. If they would lose social transfers because of non-education, their behaviour would undoubtedly be different.*   *Measures for successful employment of Roma: Despite all the attempts in the past, there are still 90% of illiterate Roma in Dolenjska, which means that the measures that were built on persuasion and promotion were ineffective. In order to improve the level of education, they must first be self-motivated for schooling, which will only come about when education will actually bring them a better life. At the moment, they do not experience the causal link between education and a better standard - the education does not provide them either jobs or the respect of the majority population* |

**APPENDIX THREE**

**A1. Stakeholder analysis matrix Spain**

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| **STAKEHOLDER** | **COUNTRY**  *(in case of international organization, please indicate the local office)* | **TYPOLOGY**  *(Civil society organization, NGO, Institution, etc.)* | **IMPACT**  *Influence for the project (Low, Medium, High)* | **INTERESTS**  *(Stakeholder’s goal)* | **POTENTIAL CONTRIBUTION** | **STRATEGY**  *(how to engage the stakeholder?)* |
| 1. Regional Federation of Gypsy Asociacitons of Comunidad Valenciana (F.A.G.A) | Spain | Federation (includes other association that can be contacted and included in different project’s activities) | Medium | Integral promotion of gypsy community.  Improvement of education and training, and socioeconomic opportunities for gypsy youth and women.  Improvement of social image of gypsy community. | Discussion of results.  Support for dissemination events. | Formal presentation |
| 1. Gypsy Secretary Foundation (Fundación Secretariado Gitano) | Spain | Foundation | High | Integral promotion of Gypsy community from a cultural diversity perspective. | Discussion of results.  Support for dissemination events. | Formal presentation |
| 1. Association of Trainers working with gypsy community (Asociación Enseñantes con Gitanos) | Spain | Association | High | Contribution to the elimination of negative attitudes and discrimination against some human groups.  Understanding of solidarity and communication between men and women of different cultures and communities. | Discussion of results.  Support for dissemination events. | Formal presentation |
| 1. FEVECTA – Valencian Federation of Cooperatives | Spain | Federation | High | Promotion of cooperatives as a way of employment | Support for dissemination events | Formal presentation |
| 1. AKOE and UCEV – Valencian Associations of Education Cooperatives | Spain | Association | Medium | Exchange of best practices in the education field, promotion | Support for dissemination events, input for educational best practices in integration | Formal presentation |

**A1. Stakeholder analysis matrix Italy**

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| **STAKEHOLDER** | **COUNTRY**  *(in case of international organization, please indicate the local office)* | **TYPOLOGY**  *(Civil society organization, NGO, Institution, etc.)* | **IMPACT**  *Influence for the project (Low, Medium, High)* | **INTERESTS**  *(Stakeholder’s goal)* | **POTENTIAL CONTRIBUTION** | **STRATEGY**  *(how to engage the stakeholder?)* |
| 1.**ASSOCIAZIONE 21 LUGLIO** | ITALY | Association/Civil society organization | High | Promotion of the rights of the Roma and Sinti in Italy; protection of Roma children's rights and specific action to fight discrimination and intolerance. Design and implementation of activities aimed at rights development of vulnerable and marginalized children and youngsters; promotion of social inclusion and deconstruction of stereotypes and prejudices. Organization of training courses on human rights targeting Roma and Sinti (especially women). | Advocacy and lobbying at National, Regional and local level; policy making; knowledge and resources sharing and exchange; coordination and linkages with projects implemented by governmental and non-governmental actors at all levels. | Formal presentation; the first meeting will be held on 22 april 2016. |
| 2. **OPERA NOMADI LAZIO** | ITALY | Association/Civil society organization | Medium | Social Promotion of the social and cultural heritage of Roma, Sinti and Travellers people and other groups of nomadic origin; implementation of specific actions and activities: support and cultural mediation, protection, projects for housing policies, education and social inclusion. | Advocacy and lobbying at Regional and local level; linkages with projects implemented by governmental and non-governmental actors at local level. | Informal contact |
| 3.**ARCI SOLIDARIETA’ ONLUS** | ITALY | Association/Civil society organization | Medium | Promotion of social and cultural development of the local territory and vulnerable and marginalized people like Roma and Sinti; protection, social inclusion and active participation of vulnerable communities, projects focusing on protection of citizenship rights targeting populations at risk and victims of social marginalization (including Roma). | Advocacy and lobbying at Regional and local level; linkages with projects implemented by governmental and non-governmental actors at local level. | Informal contact |
| 4. **POPICA ONLUS** | ITALY | Association/Non-governmental organization | Medium | By the implementation of projects both in Italy (Rome) and in Romania, the association operates in the field of social inclusion of marginalized and vulnerable populations and development of Roma children’s rights at Regional and local level. | Advocacy and lobbying at Regional and local level; linkages with projects implemented by governmental and non-governmental actors at local level. | Informal contact |
| 5. **ERMES COOPERATIVA SOCIALE ONLUS** | ITALY | Cooperative (social) | Medium | Specific interventions targeting disadvantaged people and vulnerable populations (children living in difficult conditions, youngsters at risk of drop out ), including numerous Roma and Sinti communities; active linkages with “Schooling Roma service” and related activities; projects focusing on education, rights promotion and social inclusion. | Advocacy and lobbying at Regional and local level; linkages with projects implemented by governmental and non-governmental actors at local level. | Informal contact |
| 6. **COOPERATIVA SOCIALE MAGLIANA 80** | ITALY | Cooperative (social) | Low | Implementing activities for of vulnerable populations to access to healthcare system; social promotion and cultural integration of people living with distress conditions; promotion of the culture of tolerance and the respect for " diversity"; projects for social security of minorities. | Information, knowledge and experiences sharing; linkages with projects implemented by governmental and non-governmental actors at local level. | Informal contact |
| 7. **ASSOCIAZIONE A.L.E.SS. DON MILANI** | ITALY | Association/Civil society organization | Low | Social protection, inclusion and prevention of exclusion and marginalization; projects targeting vulnerable and marginalized populations on education, vocational training and work placement, social security. | Information, knowledge and experiences sharing; linkages with projects implemented by governmental and non-governmental actors at local level. | Informal contact |
| 8.**FOLIAS SOCIETA’ COOPERATIVA** | ITALY | Cooperative (social) | Low | Social inclusion and rights promotion of vulnerable population focusing on education, cultural integration, economic and social security (including work placement) | Information, knowledge and experiences sharing; linkages with projects implemented by governmental and non-governmental actors at local level. | Informal contact |
| 9. **LA COMUNITA’ DI SAN EGIDIO** | ITALY | Association/Civil society organization | Low | The Association is composed of a group of lay people engaged in evangelization and charity in more than 70 countries, including Italy: social inclusion, promotion of rights of people living in marginalized conditions and specific actions for the education and rights of people at risk. | Information, knowledge and experiences sharing; linkages with projects implemented by governmental and non-governmental actors at International, National and local level. | Informal contact |
| 10.**ASSOCIAZIONE SPIRIT ROMANESC** | ITALY | Association/Civil society organization | Low | Support and specific activities for the integration of foreigners in Italy, development of projects for children and their families; referrals to socio - institutional specific services, for social inclusion and cultural integration. | Information, knowledge and experiences sharing; linkages with projects implemented by governmental and non-governmental actors at local level. | Informal contact |
| **FONDAZIONE LELIO E LISLI BASSO** | ITALY | Foundation | Low | Center for research, training and cultural promotion founded in 1973. Its main aim is the promotion of human rigths and the respect of cultural differences | Organisation of seminars, projects, courses, events; a huge library for social research activities | Informal contact |
| 11.**REGIONE LAZIO (Department for Social Policies and Department for Training)** | ITALY | Governmental Institution (Regional level) | Medium | Development of policies related to the issue of social inclusion, working inclusion and VET; Department for Training has been managing specific projects like Porta Futuro, Torno Subito and Officina Pasolini. These projects are aimed at promoting the social and working inclusion of youngsters. The issue of providing Roma youngsters with school education and VET could be a proactive field of cooperation among institutional and private stakeholders | Establishment and development of policies related to the issue of social and working inclusion; funding of projects | Informal contact |
| 12.**MUNICIPIO ROMA VI di Roma**  **(Municipal District of Rome)** | ITALY | Governmental Institution (Local level) | Low | The Municipality VI, The Towers, Social Services Department, is responsible for support and specific activities for the integration of foreigners in Italy; project development for children and their families, services for social inclusion and cultural integration. | Given the presence of a Roma camp in via Salone, the Municipality is a crucial stakeholder in order to involve the target population of the territory and to enable outreach moments. Coordination and linkages with projects implemented by governmental and non-governmental actors at all levels. | Informal contact |
| 13.**ISTITUTO COMPRENSIVO NUOVA PONTE DI NONA** | ITALY | School | Medium | L'Istituto Comprensivo Nuova Ponte di Nona is located in the eastern outskirt of Rome. It consists of two types of schools, primary and secondary levels, with three locations: the primary school has 44 classes divided between Via Gastinelli, and the complex on Via Corbellini which is the first school built in the territory; Muggia square is instead the plexus of the 1st grade. The School operates in the territory of Nuova Ponte di Nona, a very populous district, which records a high socio-economic distress index. Given the high rate of school dropouts, many children of the Roma camp in Via di Salone are enrolled at the school. | Coordination for training projects aimed at Roma children, cooperation for providing teachers and school staff with training, awareness of families | Informal contact |

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| [UNAR](http://www.unar.it/unar/portal/?lang=it) (antidiscrimination office) | Rome | Governmental institution | High | Promotion of anti-discrimination practices in Italy | Sponsorship for national events;  Linkage to national projects fighting discriminations | Formal presentation |
| [IOM](http://www.italy.iom.int/index.php?language=ita) | Roma | International org | High | Understanding of issues related to migration; International dialogue on migration issues. | Sponsorship for national events; Linkage to national projects | Formal presentation |
| [OsservAzione](http://www.osservazione.org/) | Firenze | NGO | High | NGO aimed at combating anti-Romani racism and human rights abuses of Roma and Sinti in Italy. | National initiatives | Informal contact |
| [21 Luglio](http://www.21luglio.org/) | Roma | NGO | High | NGO dealing with anti-discrimination and integration of Roma and Sinti in Italy. | Annual observatory | Informal contact |
| [Lunaria](http://www.lunaria.org/) | Roma | NGO | High | NGO dealing with anti-discrimination and integration |  | Informal contact |

**A1. Stakeholder analysis matrix  Greece**

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| **STAKEHOLDER** | **COUNTRY**  *(in case of international organization, please indicate thelocaloffice)* | **TYPOLOGY**  *(Civil society organization, NGO, Institution, etc.)* | **IMPACT**  *Influence for the project (Low, Medium, High)* | **INTERESTS**  *(Stakeholder’s goal)* | **POTENTIAL CONTRIBUTION** | **STRATEGY**  *(how to engage the stakeholder?)* |
| 1. [Region of Thessaly](http://www.thessaly.gov.gr/index.aspx) | Greece | Governmental Institution | High | Implementing expert tasks relating to the position, rights, obligations and developmental possibilities of the the Roma Community. Strategic Objective of the National Action Plan is to eliminate conditions of social exclusion of Roma and the creation of conditions for social inclusion of Roma. | Linkage to national projects fighting discriminations | Formal presentation |
| 2.  [Municipality of Larissa](http://www.larissa-dimos.gr/new/) | Greece | Local Authority | High | Public institute dealing with education, integration and feeding program for Roma. | National initiatives | Formal presentation |
| 3. [University of Thessaly](http://www.uth.gr/en/index.php) | Greece | Governmental Institution | High | Implementing expert tasks relating to the position, rights, obligations and developmental possibilities of the the Roma Community | National initiatives | Formal presentation |
| 4.[Municipality of Tyrnavos](http://www.tirnavos.gr/) | Greece | Local Authority | High | Public institute dealing with education, integration and feeding program for Roma. | National initiatives | Formal presentation |
| 5.  [33o Primary School of Larissa](http://schools.pblogs.gr/) | Greece | Public School | Medium | Attendance of children Roma and non Roma, social integration | National initiatives | Informal contact |
| 6.  [11o Primary School of Larissa](http://blogs.sch.gr/11dimlarislar/) | Greece | Public School | Medium | Attendance of children Roma and non Roma, social integration | National initiatives | Informal contact |
| 7.  [Second Chance School of Sofades, Karditsa](http://sde-kardits.kar.sch.gr/) | Greece | Public School | Medium | Attendance of Roma adults, social integration | National initiatives | Informal contact |
| Independent Department of Social Protection, Education, Culture and Volunteering, Municipality of Thermi | GREECE | Local Authority | High | Implementation of social policy, gender equality policies cultural and Youth programs and protect public health. Promotion and regulation of issues of primary, secondary education and of lifelong learning. | National Initiatives | Formal Presentation |
| Municipality of Agios Pavlos | GREECE | Local Authority | High | Dealing with education, integration, housing and feeding of vulnerable people | National Initiatives | Formal Presentation |
| Municipality of Thermaikos | GREECE | Local Authority | High | Dealing with education, integration, housing and feeding of vulnerable people | National Initiatives | Formal Presentation |
| Kindergarten, Settlement of Agias Sofias, Diavata,Thessaloniki | GREECE | Public School | medium | Attendance of Roma children, social integration | National Initiatives | Formal Presentation |
| Juvenile Protection Centre "Rom"-“The Lighthouse World’ Holy Metropolis Neapolis Stavroupolis | Thessaloniki | Love body | Medium | Aim to the dependent children daily caged on death game and to the children of ROM, so violently and prematurely lose their childlike innocence cruelly serving interests. | Linkage to national programs fighting discrimination | Formal Presentation |
| The National Centre For Social Solidarity (E.K.K.A.) | GREECE | State Organization | medium | Social support services, care and solidarity to vulnerable people experiencing crisis situations or are in need of emergency social exclusion | Linkage to national programs fighting discrimination | Formal Presentation |
| OikoKoinonia | GREECE | NGO | High | Promoting the demand for the promotion of social housing and urban rehabilitation of homeless Gypsy origin citizens, with emphasis on comprehensive support for the removal of the conditions of social exclusion and support social inclusion. | Linkage to national programs fighting discrimination | Formal Presentation |
| Vocational Education Training Center “ NEFELI” | GREECE | Private VET School | High | Vocational Education and Training Programs | Linkage to national programs fighting discrimination | Formal Presentation |
| United Societies of Balkans | GREECE | NGO | High | To promote: 1. the values of non- formal learning, volunteering, active citizenship and democracy for the creation of a better future for European youth. 2. human rights, solidarity and respect for diversity  To involve with minorities / immigrants | Linkage to national programs fighting discrimination | Formal Presentation |
| Doctors of the World | GREECE | NGO | High | Providing primary health education, action to residential rehabilitation. Pressure on authorities to improve the living conditions and the overall integration of Roma in society, action to raise awareness all the problems and needs of Roma tent-dwellers. Periodically: clothing, games and food distribution | Linkage to national programs fighting discrimination | Informal contact |
| School οf Primary Education | GREECE | Governmental Institution | High | Implementation of policy incentives to increase school attendance via the programme: Roma Children in Macedonia and Thrace. | National Initiatives | Formal Presentation |
| ANTIGONE - Information and Documentation Center on Racism, Ecology, Peace and Non Violence | GREECE | NGO |  | Activities on anti-racism and non-discrimination, human rights, social ecology, peace and non violent conflict resolution.  promotion of equal opportunities for all without any discrimination | Linkage to national programs fighting discrimination | Informal contact |
| ‘Argiso” Residents Association of Housing Saint Sofia Municipality Echedoros | GREECE | First level Association of Roma | High |  | Direct contact with Roma people | Informal contact |
| “Macedonia” Association of Roma in Thessaloniki | GREECE | corporation | High |  | Direct contact with Roma people | Informal contact |
| “Love” Cultural Educational Association of Greek Gypsies | GREECE | corporation | High |  | Direct contact with Roma people | Informal contact |
| PRAXIS PROGRAMS OF DEVELOPMENT, SOCIAL SUPPORT AND MEDICAL COOPERATION) | GREECE (Attica, Central Macedonia, Lesvos Island and Patras area.  Mobile medical units: Northern Aegean islands, Dodecanese & Northern Greece. | NGO | High | Elimination of social and economic exclusion of vulnerable social groups and defense of their personal and social rights. | Linkage to national programs fighting discrimination | Informal contact |
| Δίκτυο DROM | GREECE | NGO |  | Against school failure of Dendropotamos Gypsies | Linkage to national programs fighting discrimination | Informal contact |
| ARSIS – Association for the Social Support of Youth | GREECE (Athens, Thessaloniki, Volos, Alexandroupoli, Kozani ) and Tirana | NGO | High | the prevention of youth marginalisation, a society of equal opportunities for all young individuals with respect of their rights and to take actions for the prevention of youth exclusion. | Linkage to national projects fighting discriminations | Informal contact |

**A1. Stakeholder analysis matrix Czech Republic**

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| **STAKEHOLDER** | **COUNTRY**  *(in case of international organization, please indicate the local office)* | **TYPOLOGY**  *(Civil society organization, NGO, Institution, etc.)* | **IMPACT**  *Influence for the project (Low, Medium, High)* | **INTERESTS**  *(Stakeholder’s goal)* | **POTENTIAL CONTRIBUTION** | **STRATEGY**  *(how to engage the stakeholder?)* |
| 1. ARA ART | Czech Republic | NGO | High | Promotion of fighting discrimination in Czech Republic | Hosting national events, linkage to national projects fighting discriminations | Formal presentation |
| 2. SRSM | Czech Republic | NGO | Medium | The systematical presentation of Roma culture | Hosting national events | Formal presentation |
| 3. Slovo 21 | Czech Republic | NGO | High | Promotion of fighting discrimination and the systematical presentation of Roma culture in Czech republic | Hosting national events, linkage to national projects fighting discriminations | Formal presentation |
| 4. Romodrom | Czech Republic | NGO | High | Promotion of fighting discrimination and the systematical presentation of Roma culture in Czech republic | Hosting national events, linkage to national projects fighting discriminations | Formal presentation |
| 5. Romea.cz | Czech Republic | NGO | Medium | Promotion of fighing discrimination and the systematical presentation of Roma in Czech republic | National iniciative, linkage to national projects fighting discriminations | Formal presentation |
| 6. Museum of Roma culture | Czech Republic | Governmental institution | Medium | The systematical presentation of Roma culture | Hosting national events | Formal presentation |
| 7. The municipal council of capitol city Prague | Czech Republic | Governmental institution | High | Public institute | Sponsorship for national events, linkage to national projects fighting discriminations | Formal presentation |

**A1. Stakeholder analysis matrix Romania**

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| **STAKEHOLDER** | **COUNTRY**  ***(in case of international organization, please indicate the local office)*** | **TYPOLOGY**  ***(Civil society organization, NGO, Institution, etc.)*** | **IMPACT**  ***Influence for the project (Low, Medium, High)*** | **INTERESTS**  ***(Stakeholder’s goal)*** | **POTENTIAL CONTRIBUTION** | **STRATEGY**  ***(how to engage the stakeholder?)*** |
| **1. ANR** | **Romania** | **Guvernamental** | **High** | **Roma representation at government** | **exchange information Linkage to national projects fighting discriminations** | **Formal presentation** |
| **2. Prefect institution** | **Brasov, Romania** | **Guvernamental** | **Medium** | **represents the government's actions in territory** | **exchange information Linkage to national projects fighting discriminations** | **Formal presentation** |
| **3. DGASPC BV** | **Brasov, Romania** | **Guvernamental** | **Medium** | **Social assistance and child protection** | **exchange information Linkage to national projects fighting discriminations** | **Formal presentation** |
| **4. ISJ BV** | **Brasov, Romania** | **Guvernamental** | **Medium** | **Education** | **exchange information Linkage to national projects fighting discriminations** | **Formal presentation** |
| **5. Asociatia Romilor din Fagaras** | **Fagaras, Romania** | **NGO** | **Medium** | **Promotion of fighting discrimination in Romania** | **exchange information Linkage to national projects fighting discriminations** | **Formal presentation** |

**A1. Stakeholder analysis matrix Slovenia**

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| **STAKEHOLDER** | **COUNTRY**  *(in case of international organization, please indicate the local office)* | **TYPOLOGY**  *(Civil society organization, NGO, Institution, etc.)* | **IMPACT**  *Influence for the project (Low, Medium, High)* | **INTERESTS**  *(Stakeholder’s goal)* | **POTENTIAL CONTRIBUTION** | **STRATEGY**  *(how to engage the stakeholder?)* |
| [Office for National Minorities](http://www.un.gov.si/en/) | Slovenia | Governmental institution | High | Implementing expert tasks relating to the position, rights, obligations and developmental possibilities of the the Roma Community | Sponsorship for national events;  Linkage to national projects fighting discriminations | Formal presentation |
| [INSTITUTE FOR ETHNIC STUDIES](http://www.inv.si/domov.aspx?lang=eng) | Slovenia | Governmental institution | High | Participation of ethnic minorities in political decision-making processes - especially in South Eastern Europe | Sponsorship for national events;  Linkage to national projects fighting discriminations | Formal presentation |
| [SMI - ZRC SAZU](http://isim.zrc-sazu.si/en/predstavitev#v) | Slovenia | Governmental institution | High | Emigration and immigration issues, analyses of return migration, ethnicity, and integration processes | Sponsorship for national events;  Linkage to national projects fighting discriminations | Formal presentation |
| [CSOD](http://www.csod.si/stran/ustanovitev-csod?language=en) | Slovenia | Governmental institution | High | Public institute dealing with education and integration | National initiatives | Formal presentation |
| [The Peace Institute](http://www.mirovni-institut.si/en/) | Slovenia | NGO | High | Monitoring Intolerance, racism and xenophobia, conflict resolution in communities and educational programmes for the prevention of discrimination | National initiatives | Formal presentation |
| [ZRS](http://zveza-romov.si/) | Slovenia | NGO | High | Improving the situation of the Roma community and its members;  Concern for the preservation of language, culture and identity of the Roma community; | National initiatives | Informal contact |

**A1. Stakeholder analysis matrix Belgium**

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| **STAKEHOLDER** | **COUNTRY**  *(in case of international organization, please indicate the local office)* | **TYPOLOGY**  *(Civil society organization, NGO, Institution, etc.)* | **IMPACT**  *Influence for the project (Low, Medium, High)* | **INTERESTS**  *(Stakeholder’s goal)* | **POTENTIAL CONTRIBUTION** | **STRATEGY**  *(how to engage the stakeholder?)* |
| 1. Helpdesk MOE-Roma | Belgium | Flemish Agency Integration | High | Flanders has a MOE Action Plan. MOE stands for Central and Eastern European migration. The plan gives special attention to the Roma.  It is an integrated plan covering all policy areas. It is part of the civic integration.  The plan contains 42 concrete actions. Addressed to all newcomers from CEE countries (Central and Eastern Europe).  The nine priority areas in the plan:  guidance for the purpose of integration  work  psychosocial counseling  housing  education  Correct imaging and antidiscrimination  participation  Supporting coexistence  education, expertise and research  Coordination is done by a CEE group. Which should include representatives from:  all Flemish departments  The government and the administration Integration and Integration  some big cities and integration centers  The Minorities Forum | National initiatives | Formal presentation |
| 2. Opre Roma vzw | Belgium | Association without lucrative purpose | Medium | Opre Roma association is an association that focuses its activities on the situation of the Roma in Belgium and more particularly in Ghent. Opre Roma association brings together years of experience from people in the field and commitment of motivated new members. | National initiatives | Informal contact |
| 3. Erio – European Roma Information Office | Brussels, Belgium | Non-profit organisation | High | The European Roma Information Office (ERIO) is an international advocacy organisation that promotes political and public discussion on Roma issues by providing factual and in-depth information on a range of policy issues to European Union institutions, Roma civil organizations, governmental authorities and intergovernmental bodies. | National initiatives | Formal presentations |
| 4.Oost-Vlaams Diversiteitscentrum | Gent, Belgium | Association without lucrative purpose (80% funded by Flemish Agency) | High | In Waasland services and amenities can start a chain approach to the assistance to Roma with multiple problems. The chain approach organize a coordinated dialogue between Roma Client / Roma family and several aid workers to arrive at a positive, comprehensive, structured and coordinated assistance, where class participation. | Local initiatives | Formal presentations |
| 5. Groep Intro | East-Flanders, Belgium | Association without lucrative purpose | Medium | In East Flanders Intro Group has a wide range with a large percentage of Roma participants:  - formation in leisure time (in collaboration with ROC et al);  - Centers Learning and Working youth: a varying number of participants with a Roma background;  - training and support of job seekers commissioned Gumtree, relatively few referral of Roma;  - experience: here there is a significant percentage of Roma participants (often through art.60);  - social employment. | Local initiatives | Formal presentations |
| 6. RESOC-SERR Waas & Dender | Hamme, Belgium | Association without lucrative purpose | Medium | RESOC SERR has a coordinating role and sensitizing:  - bringing together the partners involved (plenary Regional Forum on Local Employment)  - increasing knowledge HINTS Roma and bottlenecks in their employment  - participation in consultations and feedback to RESOC partners. First Regional Consultation on Learning and working Waas & Dender. The centers work and training, in particular CDO Newton, have a large influx of young Roma.  - Raise awareness among employers for the recruitment of Roma in the context of the diversity policy | Local initiatives | Formal presentations |
| 7. Romano Dzuvdipé | Sint-Niklaas, Belgium | Self-organisation | Medium | Romano Dzuvdipé is the self-organization of (former Yugoslav) Roma in the Waasland and Flanders. Romano Dzuvdipé wants to be a focal point for Roma and services and amenities. The self-organization to inform the Roma about life here and in Kosovo. She wants to show the Roma that their future is here that the opportunities are here. They do this through information sessions, advice and pass on useful information. | Local initiatives | Informal presentations |

**A1. Stakeholder analysis matrix**

**HUNGARY**

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| **STAKEHOLDER** | **COUNTRY**  *(in case of international organization, please indicate the local office)* | **TYPOLOGY**  *(Civil society organization, NGO, Institution, etc.)* | **IMPACT**  *Influence for the project (Low, Medium, High)* | **INTERESTS**  *(Stakeholder’s goal)* | **POTENTIAL CONTRIBUTION** | **STRATEGY**  *(how to engage the stakeholder?)* |
| Roma Education Fund <http://www.romaeducationfund.hu> | Budapest central office | International NGO | high | REF’s mission and ultimate goal is to close the gap in educational outcomes between Roma and non-Roma. | - possible keynote speakers for It is not too late conference  - review of research and policy papers  - participation in roundtables  - advocacy and dissemination | Through personal contacts |
| European Roma Rights Centre <http://www.errc.org> | Budapest central office | International NGO | medium | ERRC is an international public interest law organisation working to combat anti-Romani racism and human rights abuse of Roma through strategic litigation, research and policy development, advocacy and human rights education. | - dissemination (ERRC Blog)  - participation in roundtables | Through personal contacts |
| Open Society Institute <https://www.opensocietyfoundations.org/about/offices-foundations/open-society-institute-budapest> | Budapest office | International NGO | high | OSI-Budapest guides programs and grantmaking for the Open Society Roma Initiatives, which seeks to improve the situation of the Roma in Central and Eastern Europe. | - dissemination  - participation in roundtables | Through personal contacts |
| Romaversitas Foundation  <http://www.romaversitas.hu/?q=en/> | Hungary | NGO | medium | Romaversitas Foundation is a development and scholarship programme for Roma students in higher education | - participation in roundtables  - participation in data collection | Through personal contacts |
| Last Chance for Children  <http://www.cfcf.hu/en> | Hungary | NGO | medium | CFCF fights for equal rights in education for Romani and marginalized children, focusing on school desegregation. | - dissemination  - participation in roundtables  - participation in data collection | Letter of introduction |
| Hungarian Civil Liberties Union  <http://tasz.hu/en> | Hungary | NGO | medium | The HCLU monitors legislation, pursues strategic litigation, conducts public education and launches awareness raising media campaigns. It stands by citizens unable to defend themselves, assisting them in protecting their basic rights. | - participation in roundtables | Letter of introduction |
| Igazgyöngy Foundation <http://igazgyongy-alapitvany.hu/en/> | Hungary | NGO | low | The Real Pearl Foundation is an NGO with the mission to develop the communities in one of the most underprivileged regions of Hungary, near Berettyóújfalu. Its programs include art education, talent development, family care, and vocational training courses. | - participation in roundtables  - participation in data collection | Letter of introduction |
| Polgar Foundation for opportunities <http://polgaralapitvany.hu/en/> | Hungary | NGO | low | The two central aims of the Foundations are to decrease the level of prejudice and discrimination against the Roma people, and to improve the life circumstances of Rome people living in the most remote areas. In order to realize its mission, the Foundation aims to act as a mediator organization. | - participation in roundtables  - participation in data collection | Letter of introduction |
| Roma Press Center <http://romasajtokozpont.hu/rovat/english/> | Hungary | news agency | medium | RPC is an independent news agency founded in 1995. The RPC is  the first news agency in Hungary, which informs the public through the mainstream media  about the news and events of the Roma. | - dissemination | Letter of introduction |
| Central European University  <http://www.ceu.edu> | Hungary | university | high | The Roma Access Programs (RAP) is an externally funded unit at CEU, Budapest that helps young Roma students to progress in their academic and professional careers. The long-term goal of RAP is to prepare young, outstanding Roma students to conduct local and international academic and advocacy work and to serve as role models and leaders for the Roma community overall. | - participation in roundtables (it hosts some key Roma experts)  - review of research and policy papers | Through personal contacts |
| University of Pécs – Department and Research Centre of Romanology | Hungary | university | medium | The department and the research centre provide learning opportunities in and a platform for discussions of Roma related research. | - participation in roundtables | Letter of introduction |
| Deputy State Secretariat for Social Inclusion (Társadalmi Felzárkózásért Felelős Helyettes Államtitkárság) <http://romagov.kormany.hu> | Hungary | governmental organisation | medium | The state secretariat is responsible for developing and implementing policy and programmes to enhance the social inclusion of Roma people. | - participation in roundtables | Letter of introduction |

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