Capitalization of the European Experience

"MENTORING PROGRAMME FOR ROMA YOUNGSTERS SUPPORT AND TACKLING OF EARLY SCHOOL LEAVING"

2021-1-SE01-KA220-ADU-000026290

Romani Ambassadors 2.0 (2021)

REPORT ON THE CAPITALISATION OF

THE EUROPEAN EXPERIENCE

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INTRODUCTION

The aim of this document is to analyse the **current situation regarding the European Experience in the field of professional educational intervention and to report several good practices for working with Romani people.**

This is part of the project entitled "Mentoring program for Roma youngsters support and tackling of early school leaving"- Romani Ambassadors 2.0, with reference number **2021-1SE01-KA220-ADU-000026290,** which is co-founded by the ERASMUS+ program. The project was planned and created as an answer to increasing rate of early school drop out of Roma students/youngsters and aims at creating a mentoring plan for trainers, that will provide them with a mentor approach tailor to support them to efficiently guide disadvantaged youngsters in their path to inclusive education.

The main objectives of the project are to improve the competences and engage social workers, counsellors and mediators in the engagement mentoring process with Roma people, youngsters and students with main objective to reduce the educational drop-out. The project aims also to increase the representation of Roma youngsters from minority groups -such as Roma children- in the long-term educational process, based on the principle that quality education should fit the learner rather than requiring them to fit into an existing system.

In this specific part of the project, the Project Result 1, the aim is to prepare and present a mentoring toolkit, combing the European experience in the field of professional educational intervention and good practices for working with Romani people, aiming to tackle early school leaving and low educational capacity in children of minorities groups.

This report presents the finding concerning the European experience and comes as a result of a benchmark research over 50 studies, the involvement of 120 experts and stakeholders at local level and about 40 at international level in the process of capitalization and exchange of good practices, the conduction of 84 interviews with experts and a questionnaire with 15 questions. All these findings were elaborated for the preparation of a 50 pages toolkit with translations in all partners' languages.

The report was written in a collaboration with the experts of the partners organizations, namely: Stavros Giouvannis and Eleana Fotiadou from the Lighthouse of the World, Elena Kopanarova from OECON GROUP Bulgaria, Robert Serban and Carmen Florescu from ASOCIATIA MERGI INAINTE Romania, Cristina Villalobos Poyatos and Enerida Isuf from Fundació Privada Pere Closa Spain, Sevda Kovarova from ZAEDNO Foundation Czech republic, Helen Riise, Erica Phil and Mikolai Kwiek from SENSUS Sweden.

The project

Romani Ambassadors 2.0 is developed thanks to the accumulation of knowledge and competencies' needs detected in the previous programs and because special attention should be given to education, given the central role of education in employability and competitiveness in the labor market. It intends to further improve the capacity and results in the Roma community base on the previous implementation framework.

Currently, there is no existing training program aiming to training adult trainers, social workers, and counselors to provide mentoring to Romani youngsters. There are only counselling and mediation services aiming mostly to close the gap among the local public bodies and Romani community and not to interact with them directly and individually. The Mentoring program that is designed and addressed the expression of the EU Ambition in terms of education as a circle process for Roma community. Mentoring is a good approach due to the characteristics of Roma youth and children. The project will give the opportunity to set up pedagogical skills in mentoring for disadvantage groups that constantly move from region to region.

Therefore, the project is introducing innovative tools in social working process aiming to empower and equip experts with necessary competencies to work with Romani youth and youngsters, students and pupils and help the reducing of the school dropouts but also their continuance involvement in the educational process and educational orientation for university students.

Mapping the European experience

Early Childhood Intervention (ECI) is important area for research concerning both the policy and professional levels. It has to do with the right of very young children and their families to receive the support they might need. ECI supports the child, the family and the services involved. It helps to build an inclusive and cohesive society that is aware of the rights of children and their families.[1] (European Agency for Development in Special Needs Education, 2005)

Regarding the Early Childhood Intervention (ECI) on European level, generally, it has been reported that in the last few years, interest concerning ECI has increased.

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[1] European Agency for Development in Special Needs Education (2005). Early Childhood Intervention: Analysis of Situations in Europe, Key Aspects and Recommendations. Doi: https://www.european-agency.org/resources/publications/early-childhood-interventionanalysis-situations-europe-key-aspects-and

As a matter of fact, the designing and implementation of ECI-systems in Europe is notable, since many European countries have institutionalized ECI-systems (Dimova, 2005)[2].

Besides, regarding the education of Roma children, Roma children are behind in educational achievement. There is, in fact, a gap between Roma and non-Roma children attending schooling. Despite the efforts to expand and improve education for Roma children over the years, as many as 50% of Roma children in Europe fail to complete primary education and only a quarter complete secondary education. Participation in education drops considerably after compulsory education where only 15% of young Roma adults have completed upper-secondary general or vocational education.

With that been said, the partner countries of this project conducted research in order to map the current European experience regarding Early Childhood Intervention and collected several good practices concerning the subject in matter and the intervention for, especially, Roma people and children. In the maps below, there are pinned all the good practices/case studies that were identified in each country by the partners. In the corpus of this document, there have been selected up to 3 or 4 good practices as the main examples for each country:
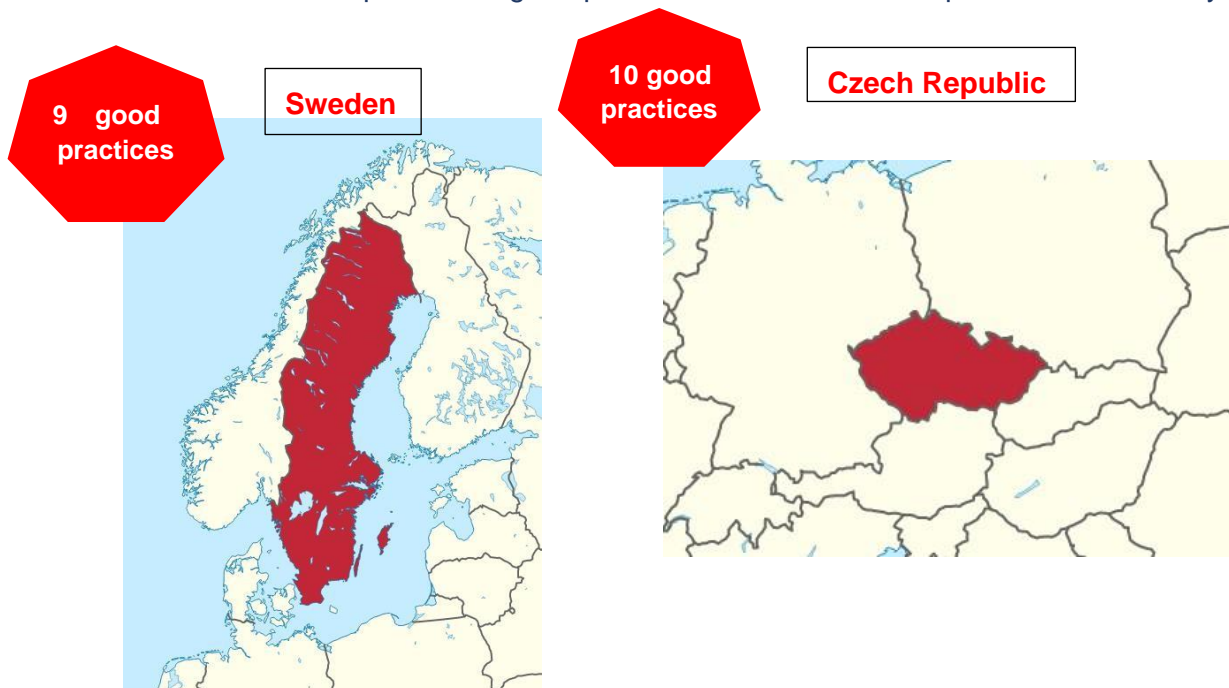
9 good practices

Sweden

10 good practices

Czech Republic

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13 good practices

Bulgaria

10 good practices

Spain

10 good practices

Romania

Greece

Sweden

In Sweden, there have been multiple intervention endeavours to support compulsory schoolteachers. Both in general and within specific subjects (International Journal of Technology and Design Education, 2019)[3]. For example, in 2011, a project named 'Boost of Technology' was launched, to address reported inefficiencies regarding the Technology subject in Sweden and aimed at boosting the technology education in the compulsory schools of Sweden, by enriching the teachers' skills.

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[3] International Journal of Technology and Design Education (2019). Outcome analyses of educational interventions: A case study of the Swedish "Boost of Technology" intervention. Doi: https://www.researchgate.net/publication/328043076_Outcome_analyses_of_educational_intervent ions_A_case_study_of_the_Swedish_Boost_of_Technology_intervention

Moreover, Early Childhood Intervention in Sweden is based on three prevention pillars: primary, secondary, and tertiary. It aims at identifying children at risk, at reducing the risks' severity by intervening with focus on the children and its family; and, besides, ECI in Sweden focuses on the well-being of the children and their families generally, and more specifically, the will-being of children with certain disabilities or other difficulties that need special support. Therefore, ECI in Sweden aims at creating a social environment in a way that it is appropriate for the children's and their families' development.

Moreover, Sweden has been supporting the Roma people's inclusion in many ways. Precisely, Sweden has been involved in many international activities regarding the subject in matter. As a matter of fact, Sweden regards Roma people as a national minority and considers Roma children when it comes to the country's educational system.

However, it's been reported that Sweden's Roma minority is heterogeneous and Roma people's inclusion is often affected negatively, meaning that they often receive discrimination. That applied to their education, too; the number are not specifically defined, but it's been reported that only few Roma children complete the Sweden's 9year compulsory education.

That lead us to the 2006 expert committee 'Delegation for Roma issues', appointed by the government, to investigate these issues and come with proposals on their improvement, and a report was produced with proposal.

So, the current project's partners have reported some other good practices concerning the subjects in matter. Here follows the list of the 3 good practices with; title, introduction, deliverable & explanation, connection with the project's aims and objectives, and conclusions.

Name of the project /Initiative/Good practice and study	Short introduction of the practice/project and study	Deliverable identified and short explanation	How it relates to the project aims and objectives	Conclusions
IDA	Aims to reduce the digital divide for people with disabilities by facilitating access to ICTs.	Dedicated tools for smartphones, such as APPs	The IDA project aims to create tools adapted to people with special needs in most uses of ICT's. Research and	The results of this work will lead to greater employability, better inclusion for people with intellectual disabilities & other excluded groups.

			Development to create innovative tools, simplifying access to ICTs, including for illiterate people	
Developing Abilities to Socialize - Teaching and learning new perspectives by sharing	New pedagogies, more pupils centered, have enabled pupils with special needs to improve their communication skills and in the same time have allowed the more scholar pupils to bloom and grow by discovering themselves in more open and creative activities.	Pupils centered pedagogies : theoritical presentations, lessons observations (carried out by the expert school or by other European partners) and practical implementation in some classes of the hosting school.	ICT language tools KAHOOT and Quizlet (which was not known among the teachers until our workshop in Sweden), Skype, geocaching, pedagogical methods such as reciprocal teaching when watching a film (reading strategies), think pair share-method/peer learning, technologies when making film (music video and claymation).	Activities that are inspiring and encourage cooperation such as games, Role play, case studies, discussions and acting develop social abilities in communication, cooperation and teambuilding.

Romani Bucca	The project aimed to create a Mentoring program for so called Bridge Builders, Romani trainers who wanted to be mentors for roman youth aiming at helping them to find jobs and career planning.	A Mentoring program	Aims at mentoring roman youth for inclusion	It is of great value for roman youth to be mentored by roman adults who share the values, culture and language. The mentors can build bridges to society and motivates youth to search for a job and studies.

According to an OECD Country Note[4] about Czech Republic, the country has placed traditionally a strong emphasis on pre-school education. For example, the Ministry of Education regards kindergartens important for the educational system, and there has been pedagogical freedom, as well as decentralization, and many efforts in order to change the relationship between the education partners.

Precisely, the Note identifies numerous endeavors that should be carried out concerning Czech Republic's educational intervention and for the support of all children to have equal and decent access to education. For example, there have been moves towards the improvement of the access for children and families who need special support, so that children from several groups stop being underrepresented. But these efforts should be strengthened. The Note also reported that a good investment would be the spending of resources on continuing education of teachers and on training staff in order to work with children and families from diverse backgrounds. There was also noted that there is a need for additional in-service training to work with parents for stronger cooperation between kindergartens and the home.

All the above can be further explained by the example of Romani children and people in Czech Republic. According to the OECD's Country Note, employing bridge staff from the Romany community to the kindergartens might constitute a promising initiative to welcome Romany children and parents into educational settings.

However, the project partners have identified several good practices regarding educational intervention and Roma people's inclusion, that can contribute to the achievement of the above.

Name of the project/Initiative/Good practice and study	Short introduction of the practice/project and study	Deliverable identified and short explanation	How it is connected with the project aims and objectives	Conclusions
Multilingualism is treasure	Multilingualism is vital to everyone, and anyone currently enrolled in school or looking for an academic challenge. Understanding another language	"Multilingualism is Treasure" is competition organized by Kamarádi (Friends) initiative of Zaedno. The participating	It connects with the aim to support children from social inclusion groups, including Roma children.	This yearly competition motivates children to actively use their second language, to cooperate, but also to achieve

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[4] OECD Country Note (2000). Early Childhood Education and Care Policy in the Czech Republic. Doi: https://www.oecd.org/education/school/2534726.pdf

	improves creativity and critical thinking skills, therefore making the mastery of other topics- such as math and science, easier.	schools are being each year invited to the European House in Prague to attend a minispeak dating event (10 teachers) and an award ceremony. And the main goal is to support children from social inclusion groups, including Roma children.		greater selfreflection and self-confidence. The competition deliberately targets all multilingual children. It transcends the boundaries of national minorities. It brings together all those who are skillful and can read and write in another language at an early age. The competition highlights the advantages of multilingualism and the diversity of cultures in our multicultural society. Children and teachers are invited to win attractive prizes (trips for the whole class, teaching materials and books). We reward both individuals and whole classes with prizes. We are now also awarding a teacher for the best cooperation

				in the competition. Another motivation to participate is the award ceremony itself and the opening of the exhibition of the award-winning works at the House of National Minorities in Prague (about 100 children, parents and teachers participate each year). The best children's work is then made into a travelling exhibition, which is exhibited in various places around the country over the next year or years.
PAL - Fighting discrimination and hatred against Roma in education and employment in the EU.	PAL - Fighting discrimination and hatred against Roma in education and employment in the EU. The project is funded by the EU in 2017	The PAL project aims to develop a comprehensive approach to achieve education and employment objectives to accelerate Roma integration. Specific	It connects with the aim to increase in the number of Roma graduates.	Main project outcomes: International campaign for Roma integration promoting education and equal opportunities in employment Second Chance School for Roma youth

		objectives: Combating discrimination Strengthening cooperation between all stakeholders (international and cross sectoral cooperation) Developing the debate on a European network for Roma inclusion		- popularization of "night" schools leading to an increase in the number of graduates Seminars in selected localities on educational opportunities Training and seminars for additional job skills/languages Workshops on employee rights and opportunities
The Mentorship Program and Methodology for the Roma Communities | ECRI Project	A European project aiming to develop the skills of adults that are working to support and include Roma communities. The project was supported by the Erasmus+ Programme.	The ECRI project developed several types of activities for the development of adult competences and qualifications Two learning activities One augmented mediation platform on inclusive methodologies for Roma communities One induction mentoring training course with certificates for the project's target audiences	It connects with the aim to clarify the concept of mentoring with its preliminary steps, methodology and structure	The mentoring program is an opportunity for development and an essential instrument that can change the negative perspective of the society on the Roma community, which is perceived as a problem. The result of this process is a fair exchange between the two cultures, and not a unilateral influence of the majority, as it is the case now in many situations.

		(trainers and educators but also mentors within Roma communities) One narrative mapping of technological and economic resources so that communities can rethink services and spaces for the inclusion of Roma people Three transnational dissemination events (Bulgaria, Germany and France). During the project's implementation, REF's team of specialist have developed a Mentorship Program and a Methodology.		Therefore, the goal of this project is, on one hand, to clarify the concept of mentoring with its preliminary steps, methodology and structure, and, on the other hand, to explain how important it is to know the culture and history of the community one works with, in this case the Roma, in order to truly support its members.
Rozlety - longterm programme	The programme reduces disadvantage for children in schools through regular group tutoring in the premises of the Association Nová škola.	Rozlety - a longterm programme, running since 2003. The programme reduces disadvantage for children in schools through regular group tutoring in the	It connects with the aim to reduce disadvantage for children from social inclusion groups.	What do the program offers to children? Group tutoring in math, Czech and English in a group of children of the same age. If desired, individual tutoring for children who, for

| | | premises of the Association Nová škola. Association Nová škola works mainly with children who are academically challenged but whose family background, language barrier or lack of knowledge of the school system reduces their success. These are mainly Roma children, foreign children and children from family backgrounds where they do not receive sufficient support for various reasons. The main objective of the programme is to increase the chances of these children to achieve secondary and higher education and their subsequent employment in the labour market. At | | various reasons, cannot attend group tutoring, and mentoring (the mentor and the child establish a friendly relationship that allows sharing and solving small difficulties and joys that are relevant to the child). Once a month, a leisure activity that offers shared experiences for all the children involved - we go on trips, go to the zoo and cinema, try to make an animated film, play the old Viking game Kubb, batik tshirts, make kites, cook and much more. The opportunity to use our classroom with computers and games outside of tutoring. What are the goals of the programme? Meaningful use of leisure time Improving |

		Rozlet we stay with the children after they leave primary school and help them with the transition to secondary school.		wellbeing Appropriate choice of secondary school and admission to study at secondary school Successful completion of secondary school with a high school diploma

There as some interesting notes regarding the Early Childhood Intervention in Bulgaria. According to a report conducted under the framework of the "Agora Project on Early Childhood Intervention and Development of Early Intervention Services through Participation and Cooperation"[5], Bulgaria introduced ECI in 1999. However, there are still many cases of children that don't have access, meaning that early identification should be addressed.

However, Bulgaria, in general, serves as a good example regarding ECI, since it has already formulated criteria and sources for referral to ECI services. Precisely, In Bulgaria, a child doesn't necessarily need to have been diagnosed or referred to use ECI services. In that way, when we refer to certain groups of children that need special support, the children and their parents don't have to undergo a series of processes so that the child is diagnosed and, perhaps, labelled, in order to be provided with ECI. As a matter of fact, families in Bulgaria have the right for self-referral.

As for the monitoring processes in Bulgaria, it is reported that all sectors are involved in these processes, protocols are in place, and cross-sectoral processes are being developed. There are also, according to reports, specialized teams working in an interdisciplinary manner and focus on specific problems.

The criteria, as it is mentioned above, are placed and are very clear:

- Age of the child: 0-3 years or 3-6 years.
- Disability or risk of developing a disability.
- Risk of abandonment and placement in an institution.
- Delay in one or several areas of development – cognitive, motor, speech, social, emotional.
- Place of residence – the family should live within the municipality where the service is provided.

And there are also clearly defined criteria concerning children with risks of development or disabilities.

As for Roma integration and inclusion, in 1998 an initiative was first piloted for Roma mediators; this initiative was expanded in 2001, and it included Roma NGOs and it was an EU-funded national Ministry's project. However, besides the fact that Bulgaria has outnumbers most countries in Roma Mediators/Assistants, many objections have been expressed, stating that this fact itself creates more marginalization of the community and does not integrate Roma people in the community as a whole[6].

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[5] Dobrova-Krol, N., Serrano, A.M., Van Loen, N., Espe-Sherwindt, M., Blackburn, C., Grigorova S., Kostova, E., Vasileva-Petrova, N., Schultheisz, J., Kereskényi, B., Szalai, J., Dońska-Olszko, M., Sobolewska, E., Moraru, A., Tünde - Csilla, S., Gál, G., Matej, V., Tichá, E., Fričová, M. (2019). Early Childhood Intervention in Bulgaria, Hungary, Poland, Romania and Slovakia: A situation analysis based on the Developmental Systems Model. Luxembourg: Eurlyaid. Doi: https://www.agora-eci.eu/wpcontent/uploads/2019/12/2019-12-summary-report-A4-version.pdf

[6] Calin Rus (2006). The situation of Roma School Mediators and Assistants in Europe.

The desegregation of the Roma education should become the mainstay of national education strategies in order to ensure equal educational opportunities for all children along with comprehensive socialization. The key components in terms of preventing ESL within the framework of the socio-existential perspective should be participation and experiencing a sense of belonging and engagement in the school community that will eventually increase the social and psycho-emotional well-being of the individual and the social capital.

There are several good practices, though, in Bulgaria, concerning the above subjects.

Name of the project/Initiative/Good practice and study	Short introduction of the practice/project and study	Deliverable identified and short explanation	How it is connected with the project aims and objectives	Conclusions
Roma HEALTH Care II – Promotion of the health literacy of Roma by trained health mediators and the establishment of Community Health Education Centres	In the frame of the strategic partnership „Roma HEALTH Care" (2017-1-DE02-KA204004216), the health situation of Roma in different European countries was complexly researched for the first time. In a dialogue with relevant stakeholders at the local/regional level, the results of this analysis were discussed and the needs were selected that can be covered with support of European projects and the available resources on the spot. The strategic partnership „Roma HEALTH Care II" is one of those follow-up projects. Basically, it aims at the improvement of the health situation of Roma in the partner countries. Among others, it shall particularly lead to:	The deliverables are the following: 1.Curriculum for the education of Roma Health Mediators; 2.Handbook for Health Mediators; 3.Trained Health Mediators; 4.Trained Multipliers; 5. Local Health Action Plans for Roma and Model Action Plan.	The current project is directly related to Romani Ambassadors 2.0 project in terms of the involvement of the mediators in the Roma community and the elaboration of a curriculum for the educational purposes.	Education and health literacy are among the the problems the target groups are facing. Rising the awareness of those is a great starting point tackling the early school leaving in the partners countries.

	-raising the share of Roma obtaining a health insurance -increasing the number of Roma making use of available cancer prevention measures - decreasing the number of addicted Roma respectively of Roma who are threatened by addictions - improving the vaccination status - reducing the number of unwanted pregnancies and the risk of venereal diseases -improving the dental hygiene -raising the number of Roma who regularly go in for sports and who eat healthier.			
Career consulting and Mentoring skills capacity building for youth workers working with NEETS/ COMPASS	In this context, the primary objective of the COMPASS project is to recognise and improve youth work and its impact on NEETs education and labour market inclusion, and develop a competence-based training explicitly targeting youth workers' soft skills development based on a tailor-made competence model that encompasses the specific knowledge, skills and attitudes required for effective career counselling and mentoring process of NEETs. The target group are youth workers (community mediators, roma	To reach the goals stated in the project, the following main activities took place: -Competence assessment methodology for youth workers: Exploration of the concrete learning and training needs of youth workers' that support NEETs, definition of competences for this specific role and assessment of them. -Career counselling and	The framework of the individual mentoring sessions could be used as a good practise for the elaboration of the toolkit for the R.A 2.0 project.	The overall goal of COMPASS is to decrease the unemployment rates among NEETs in the partner countries by increasing youth workers capacity who work directly for the labour market inclusions of inactive youth. The Romani Ambassadors 2.0 project aims to provide skills and competences to adult educators, teachers, and Roma workers in educational processes and to

	mediators, social workers, career counsellors, etc. between the age of 18-29 who work directly with NEETs and are aiming to support them in the education and labour market integration process that leads in the long-run into lower unemployment levels among NEETs. Another long-term benefit will be the increased quality of European youth work with NEETs and improved recognition of skills of European youth educators.	Mentoring training programme: Training modules and practical assignments will be developed in order to equip the youth workers with the necessary tools to address the individual challenges that NEETs and young unemployed are facing. -Youth workers workshops and mentoring: Capacity building programme for youth workers that will be delivered as a blended learning with face-to-face (F2F) workshops and followed by individual mentoring sessions. -NEETs activation gamified platform: The gamified platform aims at the NEETs activation and empowerment trough learning missions and e-games which will be used by the youth workers in their work with NEETs in order to increase their chances for		prevent early school leaving and low educational capacity of minority children. The interception point of the two projects is the use of mentoring as a tool for fighting the main problems.

		educational and labour market integration.		
INCLUSION OF MINORITIES - a project in values	The Erasmus Project " Inclusion of Minorities - A Project in Values", 2018-1-SE01-KA229039097_4, implemented by six schools in Sweden, Portugal, Turkey, Estonia , Bulgaria and Romania, provided the opportunity to draw up a handbook meant to bring a set of pedagogical tools that may be considered useful by primary teachers/ teachers all over Europe if they want to introduce to class topics such as self-awareness, minority, inclusion, tolerance etc The handbook started from the idea that a school is the the first place that delivers knowledge, priciples, values thus having direct impact on forming personal attitudes, interests and concerns/preoccupations and that it has the duty to support each individual in his/her endeavour to the status of active citizen with a strong sense of belonging to the community he/she lives in. All the materials comprised in this outcome will help educators interested in	A handbook meant to bring a set of pedagogical tools that may be considered useful by primary teachers/ teachers all over Europe if they want to introduce to class topics such as self-awareness, minority, inclusion, tolerance.	The long -term goal of the project, namely "To strengthen the minority groups in the schools and in the societies, as well as to raise awareness of existing issues and to increase tolerance for our students, both current and future, as well as the short-term goal "To define the problems and work together to tackle current issues. To get the tools, knowledge and methods needed to develop our teaching in order to counteract exclusion, prejudices and oppression in schools" correspond to the goals of Romani Ambassadors 2.0 project.	Good example of set of pedagogical tools for tackling the early school leaving of minority groups in particular Roma.

	the topic to carry out accessible and attractive activities.			
DROP'IN	A catalogue of 40 nonformal education techniques that can be used by teachers to implement the techniques in their classes. The catalogue presents the activities, indicating the objectives, the duration and number of participants, the materials to be used, the results to be obtained and the methods of evaluation. This catalogue also contains practical examples of the implementation with the feedback of the teachers. The project involves five partner countries (Belgium, Bulgaria, France, Italy, Latvia), and through the work of organizations, schools, universities and public institutions, aims at creating an educational community that has an impact at local, national and European level.	- A quantitative and qualitative research on ESL at European, national and local level. The objective is to provide an overview of the ESL phenomenon, analyzing public policies and innovative strategies to counteract it and enhancing the point of view of teachers and the needs of educational communities. - A catalogue of at least 30 non-formal education techniques that will be used by teachers and will be the subject of experimentation. The catalogue will present the activities, indicating the objectives, the duration and number of participants, the materials to be used, the results to be obtained and the methods of evaluation. At the end of the	To create an innovative approach by taking advantage of the complementary use of formal and non-formal education methods to fight Early School Leaving. To train teachers on non-formal education techniques and methods to be used in the classroom with their students To motivate and support students and make them protagonists of their learning path To introduce non-formal methods in schools through cross-sectoral collaboration between organisations, universities and public institutions and municipalities.	The actions developed in the project have a creative approach to fight the phenomenon of ESL and takes into account many of the recommendations made at European level.

		experimentation phase, the catalogue will also contain practical examples of the implementation of the activities and will be distributed in each partner country. - A non-formal education-training programme led by experts for teachers who want to discover and develop non-formal techniques to introduce into their classrooms. The training will aim to make teachers key actors in the educational process, encouraging and motivating them to bring about change in their work and in the school environment. - An online portfolio, with the aim of transmitting and describing the experimentation developed within the project and above all making visible the results and impact of the methods tested. - A policy document with recommendations		

|		addressed to policy makers. The document will be distributed on a European scale, giving each partner the opportunity to disseminate the activities at national and local level.		
Choose Your Future	Choose Your Future is a project focused on cooperation for innovation and the exchange of good practices between schools. The project covers a variety of topics which link to: labour market issues incl. career guidance, youth unemployment; early school leaving, combating failure in education; entrepreneurial learning - entrepreneurship education. The most relevant priorities addressed by the project are as follows: promoting the take-up of practical entrepreneurial experiences in education, training and youth work and young people's social inclusion and well-being.	Choose Your Future published study materials in eight languages covering topics like building an online professional portfolio, self-awareness, lifestyle including health, the principles of marketing and advertising, and IT and art in creative advertising. It also published the Career Orientation Activities Guide on career guidance.	The project enriches the same topic, namely Early School Leaving / Combating failure in education.	The project result "E-learning platform"- online courses designed to help students choose their future career and to develop entrepreneurial skills could be used as a model for the design of the digital mentoring local Labs platform.

Spain established early intervention programs in the late seventies. Thereafter, the ECI in Spain expanded with major institutional developments and changes. In the recent years, the is an updating process going on, based on the new era we're in.

In 2000, the "Early Intervention White Book", signed by most qualified Spanish experts, was published to lay the foundations for future developments. The White Book claimed in favor of a holistic and comprehensive bio-psychosocial model whereby early intervention should be considered as a complex set of activities addressing child, family and community needs. This initiative was a significant step forward.

When it comes to early intervention for kinds with disabilities or at risk concerning their development, interventions come as family-focused activities. Usually a social worker, on full or part-time basis, assumes to intervene and support the child.

As for the early intervention staff, it consists of qualified university-based staff: child neurologists and child rehab physicians, psychologists, educational psychologists, physiotherapists, occupational therapists, speech therapists and psychomotor development therapists. At present, there are several universities, which offer postgraduate studies leading to a master's degree.

When it come to working with Roma people and Roma students' inclusion, Spain started enrolling Roma students in the system 30 years ago. But there is still a gap and a deficit reported, regarding secondary compulsory education and post compulsory studies.
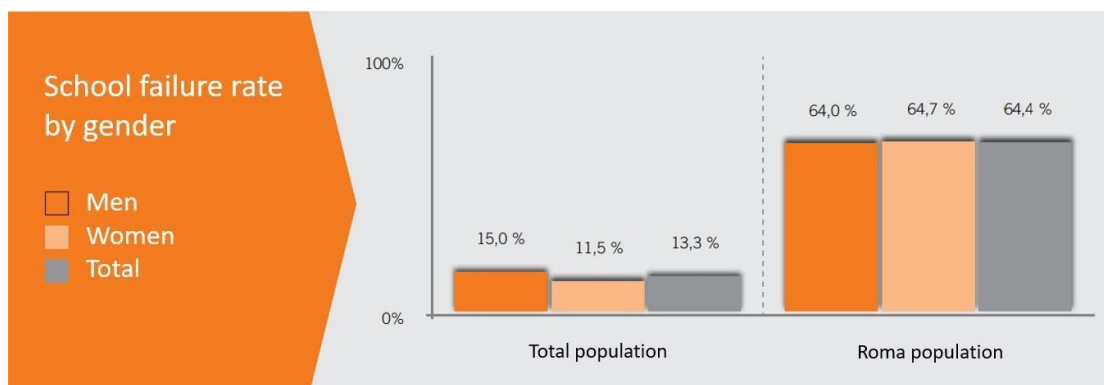
Source: https://www.gitanos.org/que-hacemos/areas/education/en_cifras.html

The big educational gap concerns the possibilities of Roma students completing their compulsory studies. According to the data[7], "64% of Roma students aged 16 to 24 years not completed compulsory education compared to 13% of the whole students group". Additionally, "early Dropout of Roma youth stands at 63.7% compared to 25% of the whole population".

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[7] https://www.gitanos.org/que-hacemos/areas/education/en_cifras.html

Therefore, the educational community still faces the challenge of the Roma students inclusion and integration; it is crucial to ensure that all factor and contributors implement initiatives for this cause.

To that end, this report provides the following good practices and cases studies concerning school intervention and Roma educational inclusion:

Name of the project/Initiative/Good practice and study	Short introduction of the practice/project and study	Deliverable identified and short explanation	How it is connected with the project aims and objectives	Conclusions
Promotor Escolar	This project's aim is to promote school attendance, educational success, and the promotion of Rroma culture. The main actors who carry out these objectives are mentors, promoters and educators. We act in: Badalona, Badia del Vallés, Barcelona ciutat (Districts of Gràcia, SantsMontjuïc, Sant Andreu, Nou Barris and Sant Martí), Canovelles, El Prat de Llobregat, Figueres, Gavà, Girona, Igualada, l'Hospitalet de Llobregat, Maçanet de la Selva, Montcada i Reixac, Lleida (Lleida city, Pla d'Urgell, Les Garrigues, Noguera, Urgell), Reus, Sabadell, Sant Boi de Llobregat, Sant Adrià de Besòs, Tarragona and Terrassa. Up to this day, we have had	In this project, we work with three important elements; the students themselves, the teacher and the families. This cross-section method and perspective is essential to the success of the project because all three elements of this triangle are dependent on each other and cannot be understood without one another. Having said this, our main method is providing guidance, support and follow-up to Roma families in the process of schooling and learning for their children, monitoring the schooling of boys and girls, with special emphasis on the transition	School promotors also act as a type of mentor and share the same aims which is to prevent early school leaving, educational success and promotion of roma culture in oder to foster inclusion. As with Romani Ambassadors, school promoters work with the same target groups which are the students themselves, families and educational centres.	Through the right guidance and support, it is possible to empower the roma students and their families in order to finally include them in the education system, listen to their needs and wants and not exclude them any longer from educational activities

	the opportunity to work with 3.472 children and adolescents, 2.308 families and 144 educational centres.	from primary to secondary school for girls and collaborating with the school in the timely resolution of conflicts. For the purpose of this project, the figure of the school promoter is essential for its success as school promoters act not only as positive references for the children but also as bridges between us in the Foundation, the schools and the families.		
Cibercaixa Badalona Sud	In Cibercaixa Badalona Sud we manage two projects; "Quedem després de classe" (Staying after school) and the Teen Project. Staying After School is a project that provides an educational and playful environment that complements the school life of children between 6 and 12 years old. In this space, activities are carried out that promote cognitive, affective and social development, thus encouraging play	We try to provide a comprehensive systemic service both in the territory and with the children and families we work with. Our work is developed taking into account all the environments / systems in which children and young people move and placing it in the center of the intervention. Also, in order to achieve the objectives we set ourselves out, we work in all the micro, exo and macro systems in which the child,	This is a very well-rounded project because of our action and intervention on so many levels concerning the wellbeing of the child. Furthermore, because we collaborate with other entities and professionals, this is a chance to expand our knowledge from this area to others and apply it to the Romani	The most important element is the fact that these activities arranged with the children are of a playful and dynamic nature making participation and success a given. Also, it is essential to remark how this project considers every stage od transition such as from childhood to adolescence for which it is crucial to be able to expand the space of meeting, exchange of ideas, orientation

	as a tool for fun. In order to continue accompanying the children who go to high school, we offer the Adolescent Project.	young person and adult interact in order to guarantee the maximum development of this in all areas, understanding people as biopsychosocial beings. At a biological level, we work around body care, the acquisition and consolidation of healthy habits, including eating, energy selfregulation, and sports. At a psychological level, we believe it is essential to work on the emotional management and training of children, young people and families and to develop family workshops to work on the different stages of development and shared concerns. Finally, at a social level, we carry out ServiceLearning projects (Cibersavis, an intergenerational project with the Residence and Home for the Elderly of St. Roc) in order to promote	Ambassadors project	and of study for them, where they can have the necessary tools to be able to work social and technical skills and study habits.

		volunteering. We collaborate with other entities dedicated to people and the environment (Ex: Open Arms).		
Mentoring Zing Programme	Zing is a program designed to help those that have not been able to access the world of trainning and employment on equal terms with the rest. Zing offers the tools so that these young people can follow their path, whether that be vocational guidance to discover their talents and potentialities or an impact scholarship program. The final objective is that these young people who participate in the program achieve quality employment, based on individual empowerment.	Its main method of action is to provide vocational guidance so that the youngsters involved discover their talents and potential along with an impact scholarship program. This scholarship is a great opportunity for these young people to truly make the most of their talents and abilities and it is a method based on fairness. It is a chance to be able to study what they really want in the educational center of their choosing without the economic situation being an impediment, thanks to the Zing Scholarships. According to each case, the scholarship covers the cost of registration, monthly payments,	Zing program also incorporated a mentoring program so that each student feel accompanied and guided throughout the process. It is also a project aimed at preventing and breaking the cycle of social exclusion so that students may have a better future. In this sense, it also has the objective to achieve a wider representation of roma students in the educational sphere.	Zing program is a great opportunity for those with lower income as it offers a second and fair chance for young people to truly make their most and nurture their talents regardless of their social and cultural background. It is an optimal method to encourage young people to continue studying and increase their own expectations concerning their talents and abilities.

		transportation and materials, according to each case. Lastly, Zing also offers being part of the Zing Network, a support network where students can find a community of young people.		
The "Coordinator of Social Mentoring"	This is a network of organizations that develop mentoring projects aimed at groups in vulnerable situations. Their first project was in 1999 and have been going ever since. The coordinator works to promote quality mentoring in the field of social action and to reduce inequalities. Their mission is to make mentoring at the service of inclusion, social cohesion, and equal opportunities for the most vulnerable groups, to achieve this they work effectively as a network to influence the public sphere.	To promote Social Mentoring, the project work on the basis of: ●Development of "know-how", research and field work ●Quality control: they support the start-up of new projects according to quality standards based on international scientific research. ●Networking: Generating spaces for exchange and teamwork between organizations to strengthen and increase the impact of social mentoring programs ●Public advocacy: generating a discourse around policies that effects social mentoring.	The mission of the "coordinator for Social mentoring" is related to the main objectives of the project.	

		●Promotion: so they can help groups with fewer opportunities, so that any interested organization can use mentoring as a tool for social intervention.		

According to a study[8] about school mediators, especially for Romani students, school mediators in Romania were included in the educational system aster 1990. Romani Criss, an NGO in Romania, contributed to actions aiming at the creation of a relevant position in schools. In fact, in 1998 and 1999 school mediators were trained, under the piloting of the project 'Second Chance Program'. Their work included the support of Roma students and their families in order to improve their educational participation, and to promote an inclusive educational environment, hence the decrease of the problems that Romani students and their families faced.

These problems were multi-dimensional, since in Romania, according to the same study, even though there were actions, during the communist period, to enroll Romani students in special schools, they often faced discriminatory approaches in the school contexts, and their educational levels, even after the 1990, remained low.

To that end, the Romanian Strategy for the 'Inclusion of the Romanian Citizens of Roma Ethnicity for 2015-2020', prioritized the elimination of segregation and barriers in Roma students access to education, and continues to launch training programs for school mediators. So, according to the study, the Romanian Government reports the existence of 600 school mediators up until the year 2016, whilst by the year 2020 1680 school mediators were reported to have been employed.

With those being said, the current project's partners have enlisted some good practices and case studies, regarding the subject in matter.

Name of the project/Initiative/Good practice and study	Short introduction of the practice/project and study	Deliverable identified and short explanation	How it is connected with the project aims and objectives	Conclusions
"The city through the eyes of a child"	In this educational project, fourth grade students (primary school) discovered the interdependencies between people and public and private institutions, in terms of equal	The proposed activities were interdisciplinary in nature and were appropriate to age-specific concerns and interests as well as the level of	Some of the objectives of the project address social inclusion for the Roma minority (conditions of	The project proposes concrete activities that teach about diversity and the rights of the child / citizen in a community

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[8] Florina Pop & Bianca Balea, School Mediators in the Romanian Education System. A Discussion on Their Role in Addressing Educational Inequalities. Doi: https://www.researchgate.net/publication/313964076_School_Mediators_in_the_Romanian_Education_System_A_Discussion_on_Their_Role_in_Addressing_Educational_Inequalities

	rights, nondiscrimination and also discovered the importance of financial education as a tool of supporting the needs and desires of a family.	cognitive development, addressing different learning styles through multisensory stimulation (visual, auditory, tactile stimul): -teamwork to facilitate knowledge, collaboration and mutual support in solving tasks. - activities carried out online / with the help of information technologies in order to develop students' digital skills, meant to facilitate information, accomplish various school tasks or even recreation. - brainstorming activities / presentation activities / roleplaying games designed to develop students' communication skills by increasing selfesteem. -	equal rights, non-discrimination and also discovered the importance of financial education as a tool to support the needs and desires of a family).	where equality, non-discrimination, dignity and respect are the basis of all aspects of life.

		personal development and creative activities that facilitate creativity, imagination, intrinsic school motivation, increasing the interest and active involvement of students in the activities carried out in the school environment. individual or team work activities that allow learning by doing. - personal development activities that propose the development of critical thinking, freedom of expression and moral-civic responsibility as a result of knowing the rights and obligations of children / citizens in a community that respects and promotes inclusion, equal rights, diversity and tolerance.		

"Non-formal strategies and methods for preventing and combating early school leaving"	Training program under the European project "European spirit in education", funded by the Erasmus + Program Action K1 / Mobility projects, field - Adult education, no. 2017-1-RO01KA104-035956	The training program is developed by the Brașov Teaching Staff House, for the development of teachers' competencies regarding the application of strategies and techniques to combat and reduce school dropout, by increasing the attractiveness of teaching hours, by using ICT in teaching and non-formal methods.	The project is addressed to the same target group: Teaching staff, auxiliary teaching staff, management, guidance and control staff from the school units.	The project develops teachers 'competencies in order to increase students' interest in the educational process, by including nonformal strategies and techniques in the process educational, in order to reduce the phenomenon of early school leaving and dropping out of school.
A SCHOOL FOR EVERYONE	Project developed under the initiative "Inclusive education for children and young people at risk, Local Development, Poverty Reduction and Increasing Roma Inclusion" program funded by the EEA and Norwegian Grants 2014-2021	The aim of the project is to contribute to the prevention of school dropout and to a better inclusion of children at risk of school dropout and children with SEN, through integrated prevention and intervention services, including interventions on parents / representatives	In addition to children and young people, the project has as its target group education staff (teaching staff, auxiliary teaching staff, managers and administrative staff, school counselors, etc.).	The project interventions will target 4 rural communities - Băcești (Vaslui), Amărăștii de Jos (Dolj), Aninoasa (Dâmbovița) and Grădiștea (Ilfov) and 2 urban communities - Giurgiu and Bucharest. 870 vulnerable children aged

		and specialists in education and social services. . Ensuring an inclusive school environment and developing support measures tailored to their specific needs are essential to ensure that these children are kept in school, and in the medium and long term access to higher education and the labor market, contributing to successful integration. and the fight against the risk of poverty or social exclusion.		4-16 (children at risk of dropping out of school and children with SEN, girls and boys, including Roma) will benefit from integrated services for the prevention of school dropout - Summer Kindergarten, School after School programs, personal development and social support measures, and 520 parents will benefit from parental education and counseling services. 170 specialists in the field of education and social services will acquire knowledge and skills and increased capacity to promote inclusive education through participation in training

				sessions and exchanges of experience with institutions in Norway.
CESI project - Quality through Inclusive School Education	The project, whose promoter is CJRAE Suceava, will be carried out in partnership with CJRAE Brașov, for two years (2021-2022), starting with January 2021 and is aimed at a target group of 500 children and young people from disadvantaged backgrounds, from rural and urban schools in the two counties, at risk of early school leaving / risk of dropping out of school or with special educational needs. The project aims to improve their school participation and increase the transition rates from primary to secondary school and from secondary school to high school. The project is also aimed at target groups of 250 parents/guardians and family members of children in the	The concept of the project is an integrated one, focusing on increasing the attractiveness of the school for children from disadvantaged backgrounds through: direct psycho-pedagogical counseling activities; extracurricular activities (on environmental issues, discrimination, nutrition, sports, hygiene, thematic trips); providing material support (prizes for students with the best school results and a support package for each student participating in the project in each project year). These activities for students will be complemented by mentoring	The mentoring and teacher development activities through courses in the field of inclusive education are also among the main objectives of the Romani Ambassadors 2.0 project.	

	target group and 70 teachers, education staff working with children or young people.	and teacher development activities through courses in the field of inclusive education, working with students with special educational needs and trainings in social skills.		

Greece holds a long history concerning mentoring; Homer's Odyssey, an epic poem from Ancient Greece, is frequently cited as the original source for the concept of mentoring (Colley, 2002)[9].

But it is of high importance to not what is the current situation in Greece, regarding Early School Intervention, school assistants, mediators, and mentorship.

According to the European Association of Service providers for Persons with Disabilities [10], who have been working with the Greek government and other stakeholders, there is an ongoing implementation of deinstitutionalization under the project 'ECI Greece', with the aim to reform the ECI system in Greece.

To that end, the project supports the Greek government "in developing a modern evidence-based legislative and financial framework for early childhood intervention services", for the efficient deinstitutionalization and the creation of a holistic framework in order to achieve inclusion.

As for the education of Roma students, it can be examined from a legislative point of view, i.e., the legislation concerning their inclusion to compulsory education, and from another point of view which concerns the specific educational practices that need their respective needs. Their exclusion is either provoked by the institutional bodies, that refuse to register Romani children in schools, or within the classrooms, where many Romani students face discrimination (Vergidis, 2013)[11].

The main causes of school drop-out in Greece are the following:

•Stereotypes and social exclusion

Roma children usually attend school units in or near the camps, they "join" the education among them, while they are excluded from the dominant group. Even students who attend multicultural schools may participate in the educational process, but are kept away from playing, socializing and interacting with non-Roma students in the yard.

• Poor living conditions

Difficult living conditions and economic poverty do not make the education of Roma children a priority. People must first ensure decent living conditions so that they can afford to deal with the education of their children.

• Difficulty accessing Structures

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[9] Helen Colley (2002). 'Rough Guide' 1A 'Rough Guide' to the history of mentoring from a Marxist feminist perspective. *Journal of Education for Teaching 28 (3) 247-263.*

[10] https://easpd.eu/news-detail/the-eci-greece-project-held-its-first-transnational-meeting-in-athensgreece/

[11] Dimitris Vergidis (2013). The Education of Roma in Greece. *Journal of Social Science Research Vol.1 No.3.* Doi:
https://www.researchgate.net/publication/331080410_THE_EDUCATION_OF_ROMA_IN_GREECE

There are places in Greece where the access of Roma children to school structures is difficult (such as in Kamylovrisi, Lamia).

• Bilingualism

The Roma are bilingual, they speak Romani, which is SPOKEN ONLY, and the language of the country they are in. A fact that seems to make it difficult for students' school performance, as their performance is directly related to their ability to handle the language of the school in such a way as to allow them to attend and actively participate in the lesson.

• The poor relationship between children and teachers

The role of the teacher is of paramount importance in the relationship he develops with the class as a whole and with each student as a unit.

• Gender, particularly in populations that have different expectations of girls than boys

To that end, the project partners enlist the following good practices and cases studies that contribute to the subjects in matter in Greece.

Name of the project/Initiative/Good practice and study	Short introduction of the practice/project and study	Deliverable identified and short explanation	How it is connected with the project aims and objectives	Conclusions
PREPEI project (Protecting Enhancing Participating Educating Informing)	Addressed the issues of learning and informing the entire school community in relation to the importance of bullying as a factor of school dropout by providing them innovative tools. The overall objective of the project was to create, test and implement an innovative educative and informative program for sensitization of school communities and prevention of school violence and bullying in order to	Development of an innovative toolbox to support the overall first objective, to help train and inform school community through the implementatio n of six Intellectual Outputs, (IO 1 – Video, IO 2 - Teachers Training module, IO 3 - Manuals for Teachers & Educators, IO 4 – Video Game, IO 5 – Communicatio n Platform, IO 6 –	The project is particularly relevant for 2 out of the 8 key competences for lifelong learning highlighted in the EU policy documents: Personal, social and learning, and Cultural awareness and expression (Key competences for lifelong learning – Factsheet 2017). Therefore, it is also relevant with this project's objectives, concerning reasons of school dropout, the discrimination, who takes the form of	To reach the objectives, all partners worked together on creating conditions for the implementatio n and development of a consolidated pedagogical approach respecting the cultural particularities of each country.

	reduce the school dropout.	Webinar, IO 7 - Train the trainer course). Namely, the concrete tools that have been developed are: - Video game using shadow theatre heroes, - Video using the traditional shadow theatre heroes, - Training manual with guidelines how to use the video, - Webinars dealing with violence among students, All the above tools are user friendly for educators that are interested to coordinate the training and develop skills in managing bullying by providing information, ready to use materials and a step-by-step description of the procedure.	bullying, and might also affect minority groups, such as Romani students, and the importance of developing mediation tools in order to contribute to a modern educational intervention that solves such problems.	
Dropping Out School for Work? Out of the Question!	The Informal Youth Group "SHARP MINDS", inside the frame of the European program Erasmus+, organized a Mobility of	The participants met the consequences of early School Dropout and of the underage labor into child's psycho synthesis.	The aims of this good practice, who involved participants with fewer educational opportunities and also youth workers, can be related to the aims and objectives of	The project's activities were specially designed and they have served in high level the desired result of the program. They were based

	Learners and Staff for Youth Workers in Athens, from 2027 October 2018 (7 days), under the title "Dropping Out School for Work? Out of the Question!". It was a multilateral exchange in which took part organizations from the following countries: Greece, Italy, Cyprus, Slovakia, Turkey, Portugal and United Kingdom. The participants were students and professionals of education without any age restrictions. Every team had at least two participants with fewer opportunities. Aim of the program was the sensitization of the participants about the modern phenomenon of School Dropout, which is at its peak inside EU, as a result of the long economy crisis and austerity.	They have learned how the human character gets affected by the phenomenon and the marks that leave during the years. Through all these we have emphasized the value of education and knowledge as a power which makes the man independent, opening gates during lifetime.	this projects concerning the awareness raising about school dropout, especially by students from segregated groups, and the ways youth workers and educators in general can contribute to the development of efficient intervention in order to help certain groups of students.	in formal but mostly in non formal education methods. Workshops, role-playing games, simulation, queries, teambuilding activities, presentations and videos have been used during the program. Its deliverables would be a useful research tool for the meeting of the current project's objectives.
"Our School - My Future" - ESL project	"Our School - My Future" is an ESL project initiated	The project delivered the	The project was designed to focus mainly on	As a result, the project produced concrete outputs

	within the framework of the Erasmus+ Strategic Partnerships for School Education, aiming at achieving cooperation for innovation and the exchange of good practices between schools from different countries across Europe.	following: - Evaluation tools: Questionnaire s and guides for semistructured interviews applicable for data collection and evaluation in similar future European educational programs. -Theme reports: Collection of theme reports on specific aspects of the ESL issue. -The ESLCoNetwork: As a multi-case online educational tool, it provided the partner schools with a digital support network dealing with ESL. -An on-line community which was created to support the "Our School Garden" program (part of the OSMF project). All partner schools created their garden and the Twin Space was used as a common on-line space where students could exchange "gardening" ideas	inschools ESL influencing factors such as teaching methods and curricular issues, positive/negative school climate, and the parents' role as a contributing factor to ESL. Therefore, its good practices are strongly connected to the current project, regarding the methods it produced and, especially, the intervention, also, of parents regarding the problem of ESL, the reasons of which are multidimensional.	in the form of educational material for teachers and school administrators , resources dealing with the ESL problem, online platforms and/or communities, written reports and proposals. At the same time, the participating teachers had the opportunity to develop and/or improve their pedagogical skills, which is also connected to the objectives of the current project, as long as these can be adapted to the inclusion of segregated groups, like Romani students.

| The importance and benefits of coaching and mentoring in education | A program called "A new beginning in VET schools" that was designed to support and upgrade the VET schools in Greece in order to improve the image of schools in society and help students to activate and exploit their abilities. Its pilot period started in the year 20172018 and later this program is going to be applied to all the schools of the country. In the framework of the program "A new beginning in VET schools" and generally the benefits and the importance of coaching and mentoring in education, the applicant from Greece proposed the implementation of this project. | | The applicant, which was a school, required the implementation of this project, in order to continue its effort to provide its teachers with all the skills required and achieve the best possible result regarding the educational process. The teachers, unfortunately, do not have many opportunities to acquire high-level training in modern fields, as similar seminars are rarely implemented in the country, and they are usually undertaken by private bodies with little or no experience at all in coaching and mentoring in education. Therefore, these aims are strongly connected to the current project's objectives concerning the educational intervention and mediation/mentoring, especially concerning the skills and tools needed. | The schools that constitute the consortium expect that: 1. They will acquire the necessary know-how so that their human resources are full updated to the requirements of new developments. 2. They will be training centers for other teachers, applying innovative teaching methods and using coaching and mentoring in the educational process 3. Improve their knowhow they already possess to further engage with European projects 4. Bridges of communicatio n are going to be established between the host country and the schools, aiming at the continuous improvement of its infrastructure. 5. Their role at local and |

				national level will be widely known

CONCLUSION

According to Roland Ferkovics – Policy and Advocacy Officer -REF there are reasons and roots of early school leaving among Roma children on a community and state level. They could be described as follows:

- On a community level: Economic conditions of Roma families and Recidential and other types of segregation.
- On a state level: Lack of proper policies and policy implementations reflecting to the needs of Roma students[12]

Although the enrolment of Roma students in primary school is, with some exceptions, almost as high as that of the non-Roma population, early dropouts remain a persistent issue. Most young Roma, as many girls as boys, leave education and training at an early stage, leading only a few of them to attend higher education. Transitions within and beyond the education system is a major issue for Roma students. While enhancing inclusion measures in primary schooling might have positive effects for Roma students transitioning to secondary schools, further measures should be taken at the secondary level to prevent dropouts and insure transition to the tertiary level. Issues linked to this level of schooling are complex. On the one hand, some Roma families tend to show a significant mistrust towards secondary schools and/or to not consider it as useful for their children's future, and, on the other hand, it has been observed that the link between the school and the families is much weaker at the secondary level. Overcoming this disconnect and enhancing the potential of socialisation of secondary schools could generate cohesion and significantly contribute to foster inclusion.[13]

This report presents the analysis of the European experience with regard to the ECI good practices and services in Bulgaria, Czech Republic, Greece, Spain and Sweden. Analysis of the data presented in the countries suggests the following conclusions:

- Through the right guidance and support, it is possible to empower the Roma students and their families in order to finally include them in the education system, listen to their needs and wants and not exclude them any longer from educational activities.

- Through improving the capacity of the education system, it could be responded preventively to the phenomenon of early school leaving. The methods used will contribute to increasing the motivation for learning

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[12] Addressing early school leaving amongst the Roma: the current situation and the way forward -Related Presentations; https://www.eesc.europa.eu/en/agenda/our-events/events/addressing-early-school-leaving-amongst-roma-current-situation-and-way-forward/presentations

[13] EARLY SCHOOL LEAVING/Report of the conference of the European Network of Education Councils, Vilnius, 18-20 November 2013 with the support of the European Commission DG Education and Culture/ www.eunec.eu

and opting for state education as a viable alternative in building a fulfilled future for children. The development of partnerships for alternative education - students - parents through practical activities designed to significantly increase children's interest in school as an institution. Innovative tools for the development of an integrated system of communication, information, training and school guidance should be promoted.

- Engagement mentoring could be identified as common practice for expert working with Roma community and particular with students, as it consolidates the relationship between the children and the teachers/trainers/social workers by counselling them in order to define the personal development objectives. Furthermore, it aims to trace a typology of positive role models for the children to refer to in contrast to the negative role models they have in the community.

- It is of great value for roman youth to be mentored by roman adults who share the values, culture and language. The mentors can build bridges to society and motivates youth to search for a job and studies.

- Activities that are inspiring and encourage cooperation such as games, Role play, case studies, discussions and acting develop social abilities in communication, cooperation and teambuilding.

- Mentoring is an essential approach to provide students, Romani youth and other minorities an inclusive environment to orient them towards learning positive habits in the long-term educational process, based on the principle that quality education should fit the learner rather than requiring them to fit into an existing system.

Capitalization of the European Experience

"MENTORING PROGRAMME FOR ROMA YOUNGSTERS SUPPORT AND TACKLING OF EARLY SCHOOL LEAVING"

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