

# EU Second Roma Integration Award for the Western Balkans and Turkey



Albania, Bosnia and Herzegovina,  
the former Yugoslav Republic of Macedonia,  
Kosovo\*, Montenegro, Serbia and Turkey

## APPLICATION FORM

(ANNEX 1 OF THE CONTEST RULES)

### Did you know?

It is estimated that about 1 million Roma<sup>1</sup> live in the Western Balkans, 2.8 million in Turkey and 6.2 million in the EU. Roma are Europe's largest ethnic minority. They face continued exclusion, segregation and discrimination.

The EU's policy on Roma inclusion, integration and empowerment is placed within an EU Framework for National Roma Integration Strategies up to 2020 adopted by the European Commission in 2011. Within that framework, all 28 EU Member States and all 7 candidate countries and potential candidates for EU membership adopted their National Roma Integration Strategies which they now put in practice.

In June 2016, the Commission adopted its annual report on Roma integration that stresses the following as regards the candidate countries and potential candidates:

- Roma integration continues to be a priority in the enlargement process.
- Enough funding must be ensured to carry out integration measures.
- Attention should focus on implementation by local authorities.
- Roma community should be involved in planning, implementation and monitoring.
- Focus on results on the ground to reduce the gap between Roma and non-Roma.

Find out more: [http://ec.europa.eu/justice/discrimination/roma/index\\_en.htm](http://ec.europa.eu/justice/discrimination/roma/index_en.htm)

Watch a film about Roma: <http://romahomeland.org/>

Watch a short video "A Better Future for Roma" in candidate countries and potential candidates: <https://vimeo.com/143848472>

<sup>1</sup> As it is most commonly used in EU policy documents and discussions, the term "Roma" refers to a variety of different groups of people who describe themselves as Roma, Sinti, Kale, Gypsies, Romanichels, Boyash, Ashkali, Egyptians, Yenish, Dom, Lom, Manouches and other, and also includes Travellers, without denying the specificities and varieties of lifestyles and situations of these groups.

\*This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.

**Before filling out this Application Form, please read carefully the Contest Rules. You also have to fill out, date and sign the Declaration of Honour.**

*Please fill out this Application Form and send it, together with the Declaration of Honour (Annex 2 of the Contest Rules), by e-mail to*

**NEAR-ROMA-INTEGRATION-AWARD@ec.europa.eu**

*by 31 October 2016 23:59:59 of Brussels time (the time of registration in the European Commission's IT system is decisive).*

*("NEAR" is the abbreviation for the European Commission department responsible for the Second Roma Integration Award: the Directorate-General for Neighbourhood and Enlargement Negotiations.)*

*Please make sure that where the Contest Rules require quantified data, e.g. a specific duration or number of staff or beneficiaries, this Application Form contains this data.*

*Where this Application Form requires a limit on the number of words, any words in excess of that limit will be disregarded in the evaluation. Adjust the size of the table cells where necessary to fit the text.*

## 1. THE PARTICIPANT

Full official name of the participant	Voice of Roma, Ashkali and Egyptians
Official legal form of the participant. This legal form must be suitable for an NGO.	Non-Governmental Organization, registered on the basis of provisions from the Law 03/L-134 on Freedom of Association in Non-Governmental Organizations.
Participant's history, aim and main activities (no more than 300 words). Demonstrate in particular the eligibility criteria under Section 3 points 2. and 3. of the Contest Rules	Voice of Roma, Ashkali and Egyptians NGO (hereinafter VoRAE NGO) is formally registered on 14 <sup>th</sup> April 2011 under the authority of the Department of Registration and Liaison of NGOs within the Ministry of Public Administration (see Annex I). VoRAE's vision is to contribute to creating Kosovo a home of equal opportunities for all. VoRAE's aim is to improve the lives of Kosovo Roma, Ashkali and Egyptians (hereinafter 'Roma' <sup>2</sup> ) and further support their integration into Kosovo society by advocating for their rights, living conditions and general situation before the competent domestic and international authorities and/or

<sup>2</sup> Based on common principle of use in EU policy documents and discussions, the term 'Roma' refers to variety of different groups of people who describe themselves as Roma, Ashkali and Egyptians, without denying the specificities and varieties of lifestyle and situations of these groups.

	<p>organizations. In addition, it is determined to fight poverty, discrimination, unemployment, social exclusion, lack of basic infrastructure and housing, low level of education, poor health protection as well as promote human, children and women rights.</p> <p>VoRAE NGO is a Roma-led grass-root local NGO and has functional office space in Gracanica, 10 km east of Pristina. It currently employs 40 persons in the Administration and Program Activities. VoRAE NGO is currently implementing a Project on Social Integration and Improvement of Living Conditions for Roma, which is supported by HEKS Foundation from Switzerland, Swiss Development Office in Pristina and Roma Education Fund from Budapest. Main activities of the project are: (i) promotion and protection of human rights of repatriated individuals; (ii) facilitation of access to mainstream education through provision of after-school support, scholarship and mentoring program to primary and secondary school children; (iii) improvement of housing conditions with facilitation of access to WATSAN through owner's driven house up-grading; and (iv) facilitation of access to professional education and employment through trainings and income generating grants.</p> <p>VoRAE NGO is the only beneficiary of an Operating Grant in the area of Roma, Ashkali and Egyptian communities' rights under the Civil Society Facility Program for Kosovo 2014-15 of the European Union Office in Kosovo; VoRAE NGO has also been a Nominee for the Award for Roma Integration 2014 by the European Commission.</p>
Staff count: approximate number of people, voluntary or paid, full-time or part-time, directly carrying out <u>all</u> the activities of the participant, i.e. not just the project	VoRAE NGO has 40 full-time paid individuals (see Annexes IV and V), of which 12 work in the Office in Gracanica, 26 work in 15 Education Centres and 2 work as housing animators in the field. The Executive Director of the Organization is a Rom. The Organization employs in total 10 Roma, 15 Ashkali, 14 Albanian and 1 Serbian individuals. 24 of these employees are male and 16 are female.
Full official address, notably street/post box, postal code, city, country	Milosa Obilica Street, Gracanica, 10500 Pristina, Kosovo

E-mail address	<a href="mailto:info@vorae.org">info@vorae.org</a>
Website	<a href="http://www.vorae.org">www.vorae.org</a>
Statutory registration number, VAT registration number (whichever available)	Registration No.: 5113364-1 (see Annex I) Public Benefit Registration No.: 6001086-2 (see Annex II) VAT Registration No.: 330132770 (see Annex III)
<b>CONTACT PERSON:</b>	
Name (Ms, Mr)	Mr. Isak Skenderi
Telephone number	00386 (0)49 407 253
E-mail address	<a href="mailto:i.skenderi@vorae.org">i.skenderi@vorae.org</a>

## 2. THE PROJECT

Title of the project	After-School Support through Education Centres
Period covered by the project (Section 4 point 3. of the Contest Rules)	Ongoing since: April 2011
Geographical location of the project (Section 4 point 2. of the Contest Rules)	This project is being implemented in Kosovo, specifically in 15 locations of 9 different municipalities.
Source of financing of the project	The Project is financed through a combination of methods by international donors and local self-government; The contribution by local self-government is in-kind (provision of space and coverage of utilities), whereas the contribution by international donors are financial. The Project has been supported by HEKS Foundation and Swiss Office for Development and Cooperation in Pristina.
Objectives, design, planning and activities of the project (Section 4 point 1., Section 5, criterion 1 of the Contest Rules):	<p><i>Please explain in no more than 500 words how the objectives, design, planning and activities (completed by the date of submission of this application) of the project can directly positively affect the Roma children and youth (below 18 years) and/or young adults (18-30 years) in terms of inclusion, integration and/or empowerment, with expected long-term effects on their lives. If the beneficiaries of the project belong to various age groups, please explain and confirm that Roma children and youth and/or young adults are a majority of the beneficiaries.</i></p> <p>The objectives of the Education Centres are to: (i) socially include disadvantaged children in mainstream education; (ii) decrease the number of drop-outs from regular school; (iii) increase the academic performance and overall wellbeing of participating children; and (iv) facilitate their participation in pre-primary, primary and lower secondary education.</p> <p>Some of the main activities which are performed in Education Centres relate to: (i) provision of home-work assistance; (ii) provision of language courses; (iii) organization of awareness raising campaigns for parents; (iv) organization of literacy courses for parents and (v) organization of supplementary subject-based hours for children in need.</p> <p>The Education Centres offer their services to children who: (i) are unable to get sufficient support with home-work from their parents due to their parent's unavailability and/or poor literacy; (ii) who do not have adequate living conditions to be able to execute their homework in a calm and quite environment; (iii) who are not able to fully execute their potentials because of their poor socio-economic situation; (iv) who have poor performance,</p>

are inactive in a classroom, have low grade point average and are frequently absent from school; (v) who dropped out from schools and who have an interest to return and reintegrate in mainstream education; and (vi) whose mother language is different than a language used in the school and who may have difficulties to keep up and fully integrate in mainstream education.

Education Centres are established within the school premises; The provision of necessary infrastructure for the establishment and running of ECs is responsibility of the school management with support of the municipality. The Education Centres are run by professional staff, who have strong communication and pedagogical skills, and who possess the required general knowledge. Some of their duties are responsibilities are: (i) to provide home-work support to participating children; (ii) to monitor, collect and analyse information concerning attendance and success of the participating children in regular school and to negotiate and coordinate with regular teachers activities that may increase the children's attendance and success at school; (iii) keep regular contacts and share information with parents about their children's attendance, activities and success in regular school and in the Education Centre.

The curriculum of the Education Centre is shaped on the plan and program of regular teacher(s) and on individual needs of participating children; specific attention is given to development of cognitive, social and emotional competences; the activities and work of staff is brought down to the needs of each participating pupil and is divided in three specific categories: (i) level 0 – pre-primary education for children between age 5 and 6; (ii) level 1 – primary education or children between age 6 and 11; and (iii) level 2 – lower secondary education for children between age 12 and 14.

The Education Centre is composed of one or more unites, depending on the number of participating children, whereas one unit has a maximum of 50 children; the Education Centre also supplies children with basic didactical material and snack.

VORAE NGO currently runs 15 Education Centres that provide support to 756 children in the following locations: village Preoce in Municipality of Gracanica; village Gjyrkovic in Municipality of Shtime; villages Medvec, Gadime, Magura and Janjevo and settlement Adem Glavica in municipality and city of Lipljan; village Berivojce in Municipality of Kamenica; settlement Abdulla Presheva in Municipality and City of Gnjilane; village Gellance in Municipality of Suva Reka; settlement Ibrahim Rugova in Municipality and City of Obilic; settlement Sallahana in the Municipality and City of Ferizaj; village Priluzje in Municipality of Vushtrri and settlements Ali Ahmeti and Roma settlement in the Municipality and City of Podujevo.

Results achieved of the project (Section 5, criterion 2 of the Contest Rules):

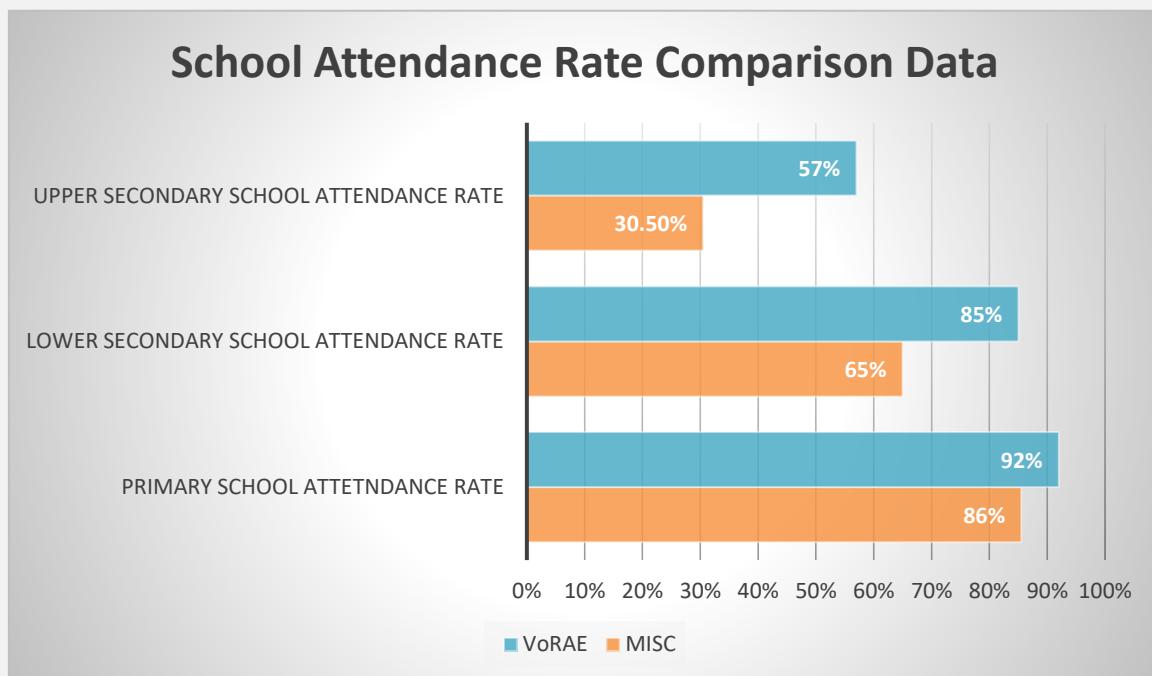
*Please explain in no more than 500 words the results (achieved by the date of submission of this application): how the project was able to directly positively affect the Roma children and*

*youth (below 18 years) and/or young adults (18-30 years) in terms of inclusion, integration and/or empowerment, with expected long-term effects on their lives. Explain how you have measured these results and how these findings have been or will be used to adjust the objectives, design, planning or activities of the project.*

The Project has had significant results in ensuring better access of Roma children in pre-primary, primary and lower secondary mainstream education; in addition, the project has had a significant impact on the decrease of drop-out of children from primary and lower secondary education; furthermore, it significantly contributed towards increase of quality of education of children in school.

Based on the Multiple Indicator Cluster Survey by the Kosovo Agency of Statistics for the school year 2014/15, targeting primary and secondary school Roma children in the whole country, primary school attendance rate is 85,5%; lower secondary school attendance rate is 65% whereas the upper secondary school attendance rate is 30,5%.

Based on internal survey analysis by VoRAE NGO for the school year 2015/16, targeting primary and secondary school Roma children that benefited from our after-school model in the selected 15 locations, primary school attendance rate is 92%; lower secondary school attendance rate is 85% whereas the upper secondary school attendance rate is 57%. The following graph illustrates the above-mentioned allegations.



*Graph 1 – Attendance Rate in School*

The Project also has a great impact on raising awareness of Roma parents on the importance of education as well as the importance of early childhood education. Whereas only 53.5% of pre-school age Roma children are ready for school, in the 15 locations we implement our activity, more than 85% pre-school age Roma children are ready for school. Education Centres are therefore highly evaluated by parents who believe that this particular

community will have a better future as a result of their children's education. Most parents believe that Education Centres are very important to them because they assist their children in their home-work and also provide food, clothing and school materials that they as parents cannot afford to provide to their children.

Based on a Study Analysis on the Impact and Sustainability of Education Centres, ordered by Council of Europe in Pristina and executed by UBO Consulting in 2015, 33% of parents said that Education Centres have particular value as they prevent drop-outs, 30% said that they provide children help that they are not able to get at home, 23% said that it helps children interact with other ethnic groups and helps build skills that help them for the future and 14% said that they address special educational needs that school cannot provide.

Education Centres are also highly evaluated from the regular school staff, who claim that children who have and are participating in activities organized in Education Centres are more active in classroom, have greater self-confidence and show greater involvement and results.

Based on the Study Analysis on the Impact and Sustainability of Education Centres, when asked to rate the impact of ECs on children's school performance on a scale ranging from 1 (no impact whatsoever) to 10 (very positive impact), various interviewed stakeholders gave the following answers: parents said 7.4; representatives of NGOs said 7.2; whereas school staff said 6.6.

Education Centres have clearly evidenced the great impact they have on the inclusion and integration of Roma children in mainstream education and their empowerment. It is therefore why, in 2015 VoRAE initiated a process of negotiations with the Ministry of Education, Science and Technology for the formal recognition and institutionalization of after-school model, which shall laid legal grounds for further sustainability and upgrading and therefore be able to provide this service to larger number of children in need.

Share of Roma staff carrying out (implementing) the project (Section 5, criterion 3 of the Contest Rules):

*Please describe, in no more than 300 words, how many people – paid or volunteer, full-time or part-time – are directly carrying out (implementing) the project. What is the share in % of Roma among these people?*

*Do not confuse the people who carry out (implement) the project and the people who benefit from the project! For example, teachers and social assistants carry out a project while children benefit from it. However, sometimes it may be difficult to distinguish: for example, unemployed people may receive training as beneficiaries of the project and at the same time they can be employed by the project or do volunteer work to carry out the project. Therefore, describe clearly the people who carry out (implement) the project.*

The home-work after-school support through Education Centres project currently employs 28 individuals on full-time basis (see Annex V); The Project is managed by a Coordinator for

Education Projects, who is a Roma national and his work is supported by an Education Officer, who is of Albanian origin.

In total, out of 28 people, 17 people are of Roma and Ashkali origin, 10 people belong to Albanian community and 1 person to Serbian community. In this regard, 60% of the full-time paid staff involved in the execution of the Project activities are of Roma and/or Ashkali origin whereas 40% are non-Roma.

Out of 28 people, 16 are male and 12 are female. In this regard, 57% of the full-time paid staff involved in the execution of the Project activities is male and 43% is female.

Share of women and men (girls and boys) among beneficiaries of the project (Section 5, criterion 4 of the Contest Rules):

*Please state, in no more than 300 words, what the share of women and men (girls and boys) is among the beneficiaries of the project. If there are gender imbalances, please explain them and explain how these findings have been or will be used to adjust the objectives, design, planning or activities of the project. If the project is intended to benefit one gender only, please justify why that is appropriate to achieve the objectives of the project.*

VORAE NGO has been running 15 Education Centres in various locations in 9 municipalities; Currently, 756 children age 6-14 regularly attend after-school activities and they are direct beneficiaries of the Project; Out of this number, there is 390 boys and 366 girls;

Given that there is still a considerable drop-out of Roma children from primary education, and in most cases of girls, this is also reflected in the number of registered participants in Education Centres.

VORAE will continue to design new approaches that promote education of girls and their equal participation in education by targeting mindset of parents and institutions.

**3. COOPERATING ENTITIES (fill out only if applicable – Section 3, point 4. of the Contest Rules)**

<p>Describe in no more than 300 words the share of implementation of the project by the participant, i.e. without the cooperating entities. This share must be meaningful and substantial.</p>	
<p>List the cooperating entities. For each entity, provide its full official name, its legal form, its official address and its statutory and/or VAT registration number.</p>	

## 4. SUPPORTING VISUAL MATERIAL

In compliance with the Contest Rules (Section 6), visual material supporting this application (e.g. photos, videos, brochures) is only accepted if it is openly available on the internet in electronic format (a website, YouTube, Vimeo, Facebook etc.). Provide links below and explain the material, in particular how it shows various aspects of the project. The supporting visual material itself may be in any language.

*Provide the link and a short (maximum 30 words) explanation for each item of visual material. Do not provide more than 10 items; any items beyond this limit will be disregarded during the evaluation.*

<https://www.youtube.com/watch?v=3YtViRDpOos> (see from 6'45" to 11'00") This video reportage is prepared by Roma TV Show YEKHIPE and describes the activities in our Education Centre in Janjevo dated August 2016;

<https://www.youtube.com/watch?v=HAja85twzgo> This video clip is titled 'You shall register too' as part of our awareness raising campaign on importance of education dated September 2015;

<http://vorae.org/?strana=179> Presentation of Education Centres in VoRAEs web-page;

<https://www.facebook.com/vorae/posts/1032495306785880> Promotional article about Education Centres in VoRAE's facebook page;

**We wish you good luck!**