

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 Roma¹ 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

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>

¹ 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

*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	The Association of Young Psychologists
Official legal form of the participant. This legal form must be suitable for an NGO.	NGO

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

The Association of young psychologists is a non-governmental organization which contributes to the psychosocial development of individuals and legal entities through encouraging personal and professional development in order to improve the quality of life in the local community. It was founded in 2012. and it is since implementing projects in the sphere of social psychology and educational system. Main activities: bullying prevention in suburban schools in Mostar through providing psychosocial support and social-emotional learning in elementary schools, prevention of gender based violence through the work on the empowerment of young people and police officers to identify and prevent gender-based violence, providing social inclusion and psychosocial support to vulnerable children, with the focus on Roma children. Many activities are focused on Roma children with disabilities in primary and secondary schools with aim at encouraging the optimal development of abilities, skills and knowledge of those children and enabling their progression in accordance with their abilities, as well as the development of positive emotional - social relations in the narrow and wider social environment. All our activities and initiatives have main goal of integration of Roma pupils and their families in Mostar society. We are working towards increased enrolment, academic success and attendance rate of all Roma children in primary and secondary schools in Mostar. Activities organized with Roma children include: extended stay in schools, workshops for development of social-emotional competences, remedial and additional classes. Activities implemented by Association also target Roma parents, with aim of integrating parents of Roma children in school life of their children and organizing activities that will help Roma parents create better relationships with school personnel and parents of other children.

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	8 staff members-full time 2 staff members –part time 5 volunteers
Full official address, notably street/post box, postal code, city, country	Zalik 15c, 88000 Mostar, Bosnia and Herzegovina
E-mail address	umpsihologa@gmail.com
Website	-
Statutory registration number, VAT registration number (whichever available)	4227748670008
CONTACT PERSON:	
Name (Ms, Mr)	Ms. Majda Šehić
Telephone number	+38761467694
E-mail address	majdaa_sehic@hotmail.com , umpsihologa@gmail.com

2. THE PROJECT

Title of the project	Education for all
Period covered by the project (Section 4 point 3. of the Contest Rules)	From: Ongoing since: 1 April 2015
Geographical location of the project (Section 4 point 2. of the Contest Rules)	<i>Identify a precise location of the project, including the candidate country or potential candidate for EU membership</i> Mostar, Herzegovina Neretva Canton, Bosnia and Herzegovina
Source of financing of the project	<i>It can be internal (participant's own funds) or external (one or more donors). Please specify.</i> Roma Education Fund (REF), City of Mostar
<p>Objectives, design, planning and activities of the project (Section 4 point 1., Section 5, criterion 1 of the Contest Rules):</p> <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>	

Objective is increased enrolment, academic success and attendance rate of all Roma children in primary school through improvement of their school performances and involvement of Roma parents in the education process. Project activities are divided in three components.

1. Extended Stay Program - Objective was to increase number of Roma children in compulsory primary education, develop their socio-emotional competencies, improve retention rate and school success. In two schools, two premises for extended stay are equipped with furniture, books, didactic material for studying and interactive educational workshops, mini libraries and educational toys. In every extended stay there is teacher who works with beneficiaries of the project, helps them with homework, creates and implements educational workshops for the children. These workshops are created to improve socio-emotional competencies of Roma children who never lived in stimulating environment and to help them strengthen their personal capacities to integrate into society where they live. All pupils received school books, supplies and clothes. Children age 6-10 worked with teachers in extended stay, while children age 11-14 participated in remedial classes organized by their school teachers. All beneficiaries have breakfast and lunch. Many of them come from poor backgrounds, and their parents don't have enough money to send them to school. Through project activities we are encouraging Roma children and their parents to attend school classes, to be able to finish school, find job in the future and be valuable part of the society. Roma children are often ignored in their classes but in extended stay we are giving them opportunity to spend time, learn, study with non-Roma pupils and create friends with whom they can share personal experiences. In addition to 51 Roma pupils, there were 13 non-Roma pupils.

2. Parental Outreach - Objective was to increase the number of Roma parents who participate actively in school life of their children and to strengthen parental skills. It was achieved through organisation of informative and educational meetings, trainings and workshops. Cooperation between school and parents is crucial for child's success in school. There were regular group and individual meetings with parents, where parents could learn about benefits of school and law system on primary education.

3. Improving Teachers' Competencies to Identify and Treat Problems Faced by Children and Parents of the Roma Population through Primary Education - Teachers participated in training "Competencies needed for diversity and social inclusion". They improved their competencies to work with Roma children and parents, help them integrate into schools, make them feel appreciated, loved, capable to learn, finish school, develop their emotional and social competences and change their lives so they could finish school and become valuable members of their society. Additionally, 42 meetings were held with teachers in order to achieve better implementation of individual development plans and improve cooperation between parents and teachers. In the second project year this component has been changed into Improving Integration and Inclusion of Roma Pupils in Primary Education and Classrooms through provision of assistance and support to teachers in creating an inclusive classroom atmosphere.

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.

Project results achieved for the project implementation from 1 April 2015 till 31 August 2016 through REF's model are as follows:

Increased enrolment rate of Roma children in primary schools by 40%. – The project targeted enrolment of 5 Roma children in 2015/16 school year, while 10 Roma children were enrolled in first grade, making 111% increase. Roma parents and their children were encouraged by positive changes in schools (extended stay, free meals, books and school supplies, tutors for Roma children, opportunity to spend time with their Roma and non-Roma peers, better communication between school and parents) and had more incentive to attend school. Number of Roma children enrolled in 1st grade in 2016/17 school year is 19 making 190% increase. Increased retention rate by 30% – There were no dropouts and number of absences from the school was decreased by 37.7% in 2015/16 school year compared to 2014/15 school year, when 5 Roma children dropped out. Children wanted to go to school and attend classes because they felt accepted, they had everyday help from teacher in extended stay with their homework; they could have fun and play with other children.

Increased school achievement for at least 30% (GPA improved for at least 1 grade). – Roma children have lower academic success because of their difficult background, different culture and traditions, they talk different language and have problems integrating in class. Through providing remedial classes for Roma pupils, teachers working with Roma pupils in extended stay, giving opportunity to Roma children to participate in different activities with other non-Roma pupils, Roma pupils were encouraged to work harder, had more incentives to learn. At the end of the first project year school success for Roma children was improved by 1 grade (from 2 to 3) and only one Roma pupil repeats the grade.

Through extensive field work with Roma parents, by the end of the first project year Roma parents became more involved in school life of their children. Project goal was to increase participation of Roma parents in the educational process of their children for at least 15%, but final results show us that 60.7% Roma parents were interested in their children's education throughout 2015/16 school year.

Trained teachers improved their competencies thus directly contributing to improved inclusion in school.

Project results show us that through creating stimulating environment and providing help to Roma pupils they can achieve a lot of success, they can be motivated to study and finish school. All Roma pupils that attended school in 2015/16 school year have continued their education in 2016/17 school year, which wasn't the case in previous years. Only if Roma children go to primary school they can get opportunity to continue their education, have good paid job and enjoy bright future.

All results are well documented. They were measured through tests, official school reports, trainings, workshops and meetings reports.

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.

There were 27 staff members on the project. There were 3 Roma staff. 11.11% of staff members were Roma people.

- Project manager, Sabina Memić-establishing cooperation between partner schools and implementors of the project, reporting to donors, coordination of project team (part time)
- Representative of NGO "Roma Neretva" Emira Džinalić had a leading role in the project. She was project coordinator in the first project year. Her responsibilities were: coordination of the project activities in project area, day to day communication with target groups, beneficiaries and other relevant stakeholders, scheduling meetings and visiting Roma families .Project coordinator has been working in Extended stay as teacher assistant.(full time)
- Accountant, Senada Sudar – Finances of the project (part time)
- Two psychologists –development and implementation of Individual Development Plans, individual work on the personal development of beneficiaries; assessment of the development of socio-emotional competencies and work habits, advisory sessions with beneficiaries (pupils and their parents) (full time)
- Assistant for development and implementation of Individual Development Plans- gathering information from the regular classes about the project beneficiaries (meetings with teachers, gathering information about remedial classes and absences, etc.) (part time)
- Expert for workshops-creating and implementing education workshops for pupils and parents(full time)
- Two extended stay teachers-working with pupils in extended stay (helping with pupils homework and teaching) (full time)
- 2 social workers- assessing, counselling and offering help to Roma parents. One social worker worked part time,other was volunteer.
- 2 pedagogues-managing pedagogical documentation for project beneficiaries(part time)
- 2 Roma assistants-motivating the parents to remain the project beneficiaries, assisting the project coordinator and social worker in the field work; assisting the expert for workshops to conduct workshops for parents in the community; (full time)
- 10 school teachers conducting remedial classes with Roma pupils (part time)
- 2 volunteers-assisted in conducting workshops for the development of social-emotional competencies, technical assistance...

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.

Beneficiaries	Female	Male
Roma pupils	21	30
Non Roma pupils	4	9
Total pupils	25	39
Roma parents	29	27
Non-Roma parents	13	13
Total parents	42	40
Teachers/Pedagogues	14	3
GRAND TOTAL	81	82

Target groups are all primary school age Roma children living in the area of two project schools, children with additional learning needs in accordance with pedagogical documents, Roma and non-Roma parents and teachers in schools. In 2015/16 school year, Roma pupils attended classes in two main project schools and 2 satellite schools, 34 beneficiaries in primary school "Mustafa Ejubović "Sejh Jujo" and "Tekija"; 30 beneficiaries in primary school "Bijelo Polje" and "Prigradjani". All Roma pupils enrolled in two project schools are beneficiaries of the project. There were total 21 female Roma pupils and 30 male Roma pupils. There were 13 non-Roma pupils involved in project, 4 female and 9 male. They were chosen by school staff because they have additional learning needs. They needed additional help with their homework and organizing learning time.

44 pupils from first to fifth grade (6-10 age) participated in extended stays. There were 17 pupils in primary school "Bijelo Polje", and 27 pupils in primary school "Mustafa Ejubović "Sejh Jujo".

20 pupils from sixth to ninth grade (11-14 age) participated in remedial classes. There were 13 pupils in "Bijelo Polje" and 7 pupils in "Mustafa Ejubović "Sejh Jujo". Total number of pupils - beneficiaries was 64.

56 Roma parents (29 female, 27 male), 26 non Roma parents (13 male, 13 female) participated in trainings, visits and psycho-social support interviews. 17 teachers (14 female, 3 male) participated in trainings for teachers to acquire knowledge, skills needed to work with Roma pupils, parents and pupils with additional learning needs. They work directly with Roma pupils in their schools.

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

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.

Association of young psychologists had role of the main implementator of project activities. 6 staff members are from Association of young psychologist: two psychologists, expert for workshops, assistant and two volunteers. Main assignments: the members of the selection committee staff, collected offers for the purchase of equipment for extended stays, moderators of the training for teachers, creation of documents for an extended stay and their implementation (Individual development plans, manuals for workshop, manual with principles of work), conducting trainings for pedagogues for the development of Individual Development Plans in the following academic year. Association was also responsible for: organizing meetings with parents in the community, providing support through individual home visits, meetings with school principals, monitoring activities in schools. Other responsibilities: regular meetings with teachers in Extended stay, visits to Roma families in communities, meeting with the representatives of Center for Social Work, meeting with the humanitarian organization "Altruist". Association of young psychologist established cooperation with Red Cross Mostar and Roma children could get new clothes. Psychologists from Association worked individually with beneficiaries of the project on their personal development, through assessment of their socio-emotional competencies and work habits, organized advisory sessions with beneficiaries (pupils and their parents); developed „Analysis of Impact/Evaluation of the Adjustment Process“ at the end of project. Association was also responsible for: preparing and implementing weekly interactive workshops for development of socio-emotional competencies for the beneficiaries in the extended stays; preparing and implementing workshops for parents: „A Supportive Parenting – Supporting General Education“. Association submitted monthly reports to project manager, coordinating other activities, making corrective measures to adapt programs to the needs of users. Association was in charge for preparation of reports to the REF and was in touch with REF on regular basis, both in terms of exchange of information and REF's field and monitoring visits.

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.

1. City of Mostar
Legal form: Unit of local Self-Government, *Address:* Kralja Tvrtka b.b., Mostar 88000, BiH, *Registration number:* 4227396110007
2. Primary School "Mustafa Ejubović – Šejh Jujo", Mostar,
Legal form: primary education
Address: Ulica XX br.44, Mostar 88000,BiH
Registration number: 4227196450008
3. Primary School „Bijelo Polje, Mostar
Legal form: primary education
Address: Bijelo Polje b.b., Mostar 88000,BiH
Registration number: 4227180530001
4. Association of Roma „Neretva“ Mostar
Legal form: NGO
Address: Maršala Tita 137A
Registration number: 4227412090003

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=sHcTfXFfEXg>

Roma assistant on the project talking about project objectives and activities, promoting education of Roma children and giving personal example of how it is possible to be Roma person, finish school and have good job.

<https://www.facebook.com/udruzenjemladihpsihologa.mostar/posts/1332749880087882>

Promotion of the project on facebook page of Association of young psychologists, showing interior look of extended stays, where children study, participate in workshops and spend time with their peers.

We wish you good luck!