What's Working
Report 2013

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Acknowledgments

Executive Summary

What's Working has been funded by the Education, Audiovisual and Culture Executive Agency (EACEA) to deliver a 'Policy Cooperation and Innovation Roma Multilateral project' (KA1) through the Lifelong Learning Programme. The objective of the programme is to support the creation of transnational cooperation projects to develop lifelong learning measures for Roma integration, joining up educational and other social measures such as health, employment and housing. Furthermore, the programme aims to raise participation and attainment levels of Roma students in education.

Since the expansion of the European Union, increasing numbers of Roma families have migrated from the East to the West, including to the UK, the Netherlands and Spain. The same countries previously witnessed waves of migration, most notably from the Balkan countries following the war in the 1990's.

Transnational concerns regarding the integration of Roma in education include poor take up of pre-school provision, significant levels of early school dropout, prevalence of early marriage and teenage pregnancy.

The What's Working partnership has highlighted and reflected on the barriers to educational achievement and considered the methodologies and approaches that successfully promote the integration of Roma children in education, reflecting on how such approaches can be transferred to different contexts.

Findings

• Ensuring the active participation of the Roma community is integral to implementing 'constructive, pragmatic and non-discriminatory' policies and lines of action. Working in collaboration with members of the community (often in the roles of Role models or mediators) fosters an intercultural approach based on the foundations of trust, fairness and equality, leading to higher levels of engagement and success. Working with members of the Roma community requires considerate recruitment (i.e. members must have the required skills and capabilities), ongoing support and training. Promoting and encouraging parental involvement is fundamental to achieving favourable outcomes in education. Ensuring that parents/ carers are fully abreast of approaches that aim to improve inclusion builds trust in an often feared system. Praising achievements of children and valuing the contributions of parents on educational success encourages closer collaborative working between home and school, fostering improvements in attendance and attainment levels. The approaches used within each context confirmed the necessity for interventions to be holistic, individualised and outcomes led (long-term).

• Whilst the implementation of evidence-based initiatives is favourable, the implications on the limited resources available are omnipresent. The austerity measures implemented across the EU have placed substantial pressures on the funding available to embed approaches which successfully promote the inclusion of Roma in and through education. The reduced capacity within human resources has repercussions on the ability to provide specialist, targeted services based on creativity, innovation and partnership working.

• The policies embedded in each European Union vary significantly from locality to locality and from country to country, consequently disparity between policies presents challenges in implementing courses of positive action that can be transferred to different contexts.

• The contrasting levels of collaborative working within each country presents dilemmas in entrenching best practice approaches. The vying priorities for stakeholders in each locality can hinder the progress of implementing and exploiting methodologies that serve to promote inclusion of the Roma in education.

Introduction

The Roma population is credited to be the largest ethnic minority group in Europe, with most Roma communities residing in Central and Eastern Europe (CEE). Estimated at between 10 and 12 million, it is difficult to determine an exact representation due to irregular statistical data. The Roma population is heterogeneous, with the primary components of everyday life such as language, religion, occupation and economic circumstances, differing notably between each group.

Widespread discrimination and propagation of negative stereotypes against the Roma people have severely restricted access to fundamental rights, creating and compounding barriers to a productive economic and social existence. Various research reports have compared the levels of educational, economic and social differences between Roma and non-Roma groups: The Open Society indicates that only 42% of Roma children complete primary school, compared with 97.5% for the general population in Europe and that for secondary education, Roma attendance stands at just 10%. In regard to health, Roma have a life expectancy of 10 years less than the average European and a child mortality rate that is significantly higher than non-Roma. In economic terms, access to the labour market is decidedly disparate, with some countries seeing as much as 90% of Roma unemployed, and women and youth being disproportionality represented (Europa, 2011:1).

As highlighted by a recent European Commission report, the factors which influence the social inclusion or, conversely the exclusion of Roma are related to the physical environment inhabited; the economic resources immediately available; the macro-economic situation of the country or region; the institutional frameworks and legal and regulatory mechanisms; and the quality and availability of public services (2011:4). The social exclusion faced by Roma communities is widely recognized and acknowledged across the European Union. The importance of this issue comes precisely as the EU are prioritising the social inclusion and integration of Roma in strategies and funding programmes up to 2020. On 5th April 2011 European Union member states adopted the 'EU Framework for National Roma Integration Strategies'. As part of this framework Member States were required to detail how they were to approach addressing some of the challenges of Roma inclusion by developing 'national Roma integration strategies'. It was stated that the national strategies must be a 'comprehensive approach to Roma integration', should allocate funding from national and European budgets, be strongly monitored and identify disadvantaged micro-regions or segregated neighbourhoods to target measures connecting with all policy areas, of which education is highlighted as a key policy area.

As part of this increasing focus on Roma communities the European Commission's Education, Audiovisual and Culture Executive Agency (EACEA) commissioned 'Policy Cooperation and Innovation Roma Multilateral projects' through the Lifelong Learning Programme. The objective of the projects is to support the creation of transnational cooperation projects to develop lifelong learning measures for Roma integration, joining up educational and other social measures such as health, employment and housing. Furthermore, the programme aims to raise participation and attainment levels of Roma students in education and VET (Vocational Education and Training).

The What's Working Project consists of four organisations across three countries who, through different approaches, strive to promote the inclusion and engagement of Roma communities in and through education. The scope of the project is to share the approaches used and evaluate their transferability across different countries and contexts, through the implementation of a piloting methodology. Through working in partnership with creative and innovative organisations, the project has achieved its primary objective of supporting the development of Roma communities and improving educational inclusion through raising awareness amongst professionals.

The What's Working partnership employs the expertise of organisations within the public and voluntary sector and exemplifies the value of working collaboratively to achieve common goals. Beyond the partnership, the project has benefited a range of stakeholders interested in improving the educational outcomes of Roma children, including professionals within the formal education field, social care specialists, social researchers and policy advisors. Through a number of study visits and a conference in the Netherlands, the partnership has been able to communicate the aims and objectives of the What's Working Project effectively. Furthermore, it has successfully shared the approaches used by the partner organisations and sustained support has been given to each partner relative to the approaches it has adopted.

The report will assess the factors which impact on the educational opportunities for Roma children residing in Spain, the Netherlands and the United Kingdom (UK) and examine the approaches used in each of the countries to successfully promote the integration of Roma in and through education and reduce inequality within education.

As defined by the United Nations Committee on Economic, Social and Cultural Rights, "Education is both a human right in itself and an indispensable means of realizing other human rights. As an empowerment right, education is the primary vehicle by which economically and socially marginalised adults and children can lift themselves out of poverty and obtain the means to participate fully in their communities". The Committee summarises that "education in all its forms and at all levels shall exhibit the following interrelated and essential features: a) availability; b) accessibility; c) acceptability; and d) adaptability" (2012:1). The educational opportunities for Roma are often undermined by limited take up of pre-school provision, absenteeism and significant levels of early school dropout - often resulting from early marriage and teenage pregnancy. This report will consider these barriers and evaluate existing combative approaches and tools.

Migration in and throughout Europe has increased significantly since the expansion of the European Union, with many families of Romani origin choosing to migrate away from their countries of birth. The United Kingdom, Spain and the Netherlands have all witnessed 'new' populations, although to varying degrees. The right of movement and residence applies to all EU citizens under consideration 31 of the Free Movement Directive. The Directive signalled an upsurge of Roma migration throughout Europe following the 2004 and 2007 expansion of the European Union. Beforehand, many Roma families had lived in Western Europe as asylum seekers, with numerous originating from the Czech Republic, Romania and Yugoslavia. Within this report, we will reflect upon the various 'push' and 'pull' factors which have influenced recent and continuing migration of Roma to Western Europe. For the purposes of this project, the focus has been on migrant Roma, however, we have recognised that many of the approaches developed and utilised are of benefit to more settled groups of Roma, particularly in regards to the Spanish and Dutch contexts.

A key objective of the project is to ensure meaningful and beneficial engagement with the Roma community. All partners have secured the expertise and knowledge of Roma individuals for each phase of the project. Through formal consultation with members of the Roma community, engagement in school events and the employment of a number of individuals from the Roma community, the project has achieved its outcome of promoting the inclusion of Roma children in education through encouraging parental and pupil involvement.

Aims
• Develop evidence-based strategies through the piloting of various approaches used by the partners
• Build capacity within schools and other services to promote engagement and inclusion of Roma in education
• Understand the various barriers to engagement and inclusion in mainstream services, including gender inequality, housing mobility and financial capacity

Objectives
• To support the development of Roma communities
 » Supporting individuals to make informed choices and understand the value of formal education
 » To support young people to develop as mediators and become role models for others

• To support educational inclusion through raising awareness amongst professionals
 » Accurate information-sharing regarding local Roma populations
 » Highlighting potential barriers to integration and identify solutions
 » Recognition and understanding of specific experiences and strengths of Roma
 » Provision of practical guidance to support professionals to develop effective strategies for working with children, families and the wider Roma communities

Outcomes
The What's Working Project has endeavoured to achieve the following outcomes:
• Improved attendance of Roma pupils in education
• Improved knowledge and confidence amongst professionals
• Development of common approaches to common concerns

The Partnership

The What's Working partnership consists of four members from three countries. Two members are based in the UK, one in Spain and the other in the Netherlands.

BHA for Equality
• Voluntary Sector
• Established in 1990
• Vision: Leading, facilitating and influencing the development of an equitable health and social care system for the benefit of marginalised communities, through engagement, education, support services, professional advice and training.

Fundación Secretariado Gitano
• Voluntary Sector
• Established in 1982
• Mission: The integral promotion of the Roma community on the basis of respect and support for their cultural identity.

Manchester City Council
• Public Authority
• Vision: Aim to develop Manchester as a City of national and international significance where people choose to live and which companies want to invest in; a city where all citizens benefit from regeneration and have equal access to the wealth, employment and other opportunities which this brings.

Pharos
• Voluntary Sector
• Established in 1993
• Promoting the health and wellbeing of migrants, refugees and new arrivals.

BHA for Equality

The lead for the project is BHA, a UK organisation located in Manchester. BHA promotes and works for health equality for all through engagement, education, support services, professional advice and training. Established in 1990 in response to a perceivable absence of support available to local African people living with HIV, BHA has grown from a community pressure group into a regional organisation with national significance. Its remit has broadened as a response to community need and the ever-changing climate of health care provision. In 2002, BHA secured funding to provide a service which would offer support to newly arrived families in Manchester. It was called the Routes Project. The project works in a holistic way which builds on existing strengths of newly arrived families; family support workers identify the needs of the whole family and seek to address these. The success and recognition of the project can largely be attributed to its flexibility and desire to be innovative: employing staff from local communities, building and cultivating a team of interpreters and close partnership working with other organisations and schools. Through building relationships with families and stakeholders and practicing its own bespoke service model, Routes has positioned itself as a unique, accessible and reputable support service.

Fundación Secretariado Gitano (FSG)

The Fundación Secretariado Gitano (FSG) is an intercultural social non-profit organisation that provides services for the social development of the Roma community in Spain and Europe. Although it began its activity promoting Roma inclusion and defending cultural identity in the 1960s, it was not until 1982 that it was legally established. Since then, FSG has strived to promote the access of Roma to rights, services, goods and social resources on an equal footing with the rest of the citizenry. To this end, the FSG develops all kinds of actions that contribute to achieving the full citizenship of Roma, to improving their living conditions, to promoting equal treatment and to preventing any form of discrimination, while promoting the recognition of the cultural identity of the Roma community.

Pharos

Pharos is the Dutch knowledge and advisory center on health care issues concerning migrants, refugees and people with limited health literacy. Their main goal is reducing social economic health differences and enhancing the quality and effectiveness of health care. They focus on health care as a whole and all other areas relevant to health. Therefore, they support (inter) national and local organizations, governments and professionals in this field.

Manchester City Council - International New Arrivals, Travellers & Supplementary Schools Team (INA/T/SS/T)

The International New Arrivals, Travellers and Supplementary Schools Team (INA/T/SS/T) is located within the Strategic Inclusion/ Operational arm of Manchester City Council Children's Services. The team works with children and young people (CYP) newly arrived from overseas (INA), Travellers, Supplementary School pupils and their families and communities. The team works in an holistic way, in partnership with other teams from both statutory and non- statutory sectors to promote the safety, wellbeing and achievements of this diverse group of CYP, to ensure that education services meets its statutory obligations and support them to take advantage of the opportunities in Manchester. The team works to ensure that schools, families, local authority colleagues and other stakeholders are aware of the experience and needs of newly arrived children and young people, take account of their views and are able to deliver the appropriate support and guidance to newly arrived children and young people and their families to ensure successful access/transition and induction to educational provision.

How the partnership worked

At the projects inception, it was clear that the scope and international setting would give the project a valid and yielding perspective. Through observing each locality, the partnership was presented with a tangible opportunity to evidence how national infrastructures and variable historical experiences have influenced access to education for Roma children.

Sharing best practice approaches across four organisations can be challenging, even without the ambitious yet valuable international aspect. The various study visits held in Manchester, Madrid and Utrecht provided the opportunity to establish industrious and constructive relationships, facilitating the process of sharing the multitude of best practice approaches used in each locality. The partnership realised that each country and, consequently each partner, had distinct obstacles to overcome when piloting one another's approaches. Whether due to national or regional politics, the experiences of the respective Roma communities, or limitations within the organisations themselves, it was believed that these barriers could hinder the sharing of best practice and implementation of the pilots. The strategic and operational positioning of each partner is important to reference, as all partners were commencing their work at a different point, both in terms of their work with the Roma community and also the extent of the collaborative relationships within the immediate locality or region.

Identifying Roma groups in the Netherlands has also been challenging because there is currently no systematic data collection on Roma communities within the Netherlands. The level of partnership working in the Netherlands' is also at a very different point to that of FSG or BHA and Manchester City Council. The latter agencies have a lengthy experience of supporting Roma individuals and families, ranging from 10 to 30 years and as such have more of an in-depth knowledge of Roma groups, including the historical background and heritage. Implementing pilots proved more difficult for Pharos as time needed to be taken to establish trusting partnerships and to work with networks that may have been pre-established. For some external organisations and individuals, there was a wariness to engage with the What's Working Project, as the partner organisations were not well known within the Netherlands. The model of integrated working for Roma as performed by FSG or BHA do not exist in The Netherlands. Partnership working requires agencies to work together to an agreed agenda, with clear objectives, ensuring that competing priorities are acknowledged but do not create divisions. An ethos needs to be developed where partners share their knowledge and expertise, creating a synergy of best practice approaches. For realising this the project period, less than one year was not enough. Pharos organised a conference in Utrecht to overcome such challenges. The conference provided the opportunity for a wide range of professionals to understand the scope of the What's Working Project and learn about the work of each partner organisation. The conference allowed for barriers to be broken down between Pharos and other organisations, which supported the implementation of the pilot activities. By giving much publicity to the What's Working project, and the use of existing networks in the last period of the project, Pharos has overcome the barriers.

Contextual Reflections

Taking heed of the contextual background of each partner country is essential to grasp the complexity of sharing and piloting best practice approaches for improving integration of the Roma in education. The political, social and economic landscapes in each respective country create a myriad of difference which can pose dilemmas and tensions regarding how approaches or elements of best practice can be adopted. The starting point of reviewing the policies in each country is to understand the scope of the policies within the European Union.

European policy overview

Over the last few years, the institutions of the EU have openly recognised the extent to which Roma remain a disadvantaged and marginalised minority in Europe and have become involved in a number of initiatives to improve the lives of Roma (Bartlett, Benini and Gordon, 2011; McGarry, 2011). According to the Open Society (2011: 1), there has been 'major progress in the development of a common EU approach to increasing Roma inclusion and improving socio-economic conditions in Roma communities'. Such progress is arguably embodied within measures such as the establishment of the 'Decade of Roma Inclusion 2005-2015', the creation of an 'Integrated Platform for Roma Inclusion', and an amendment of Article 7(2) of Regulation 1080/2006/EC on the European Regional Development Fund 10 which extends eligibility for financial support for housing interventions to help marginalised communities to the rural settings in which many Roma live (Brown, Dwyer and Scullion, 2012). Protection of Roma is provided by EU Race Equality Directive (2000/43) and Employment Equality Directive (2000/79), together with Conventions on Human Rights, Fundamental Rights and on the Protection of National Minorities (Craig, 2011: 19). However, with specific reference to the Race Equality Directive, concerns have been expressed as to whether it is robust enough to address the specific challenges faced by Roma communities (see, for example, Poole and Adamson, 2008: 33).

In 2011 the European Commission outlined a commitment to promoting the social and economic inclusion of Roma with the publication of their 'EU Framework for National Roma Integration Strategies up to 2020'. This document suggested that there had been limited progress in improving the situation of Roma in the past decade and highlighted a need for targeted policies, specifically around ensuing equal access to employment, education, healthcare and housing (European Commission, 2011). Consequently, Member States were asked to produce a 'comprehensive strategy for Roma inclusion…This could mean preparing a completely new strategy or adapting an existing one' (ibid: 6). The EU framework emphasises the importance of recognising the complexity of issues faced by Roma, viewing the four core areas (employment, education, healthcare and housing) as interrelated. The national strategies are expected to be linked to overall social inclusion policies within Member States to ensure mainstreaming of Roma inclusion rather than separation. Furthermore, it is suggested that regional and local authorities have a key role to play once national strategies are developed, as they will be responsible for implementation on the ground.

By March 2012, all Member States had presented a National Roma Integration Strategy or a set of policy measures in light of the EU Framework. These strategies varied depending on the size of the Roma population and the challenges that Member States felt they needed to address (European Commission, 2012: 6).

The integration of Roma in education from the perspective of the EU

'Education is one of the most essential elements in the EU Framework' (Open Society, 2011: 4). There is a specific goal set by the European Commission to ensure that 'all Roma children complete at least primary school and have access to quality education' (European Commission, 2011 As outlined by the 'EU Framework of National Roma Strategies (2011), there is an impetus for all Roma children to complete primary education. Whilst this goal may present itself as a good starting point, it lacks gravitas as there is limited focus on segregation in schools, continued placement of Roma children in 'special' schools, as well as a low expectation for Roma children to raise attendance and attainment levels through to secondary and tertiary levels of education. More recently, the Council of Europe introduced the idea of focusing on the training of Roma mediators to 'tackle the inequalities Roma face in terms of access to employment, health care services and quality education' (Kyuchukov, 2012: 375).

This is not a new approach, particularly in relation to education, having been the focus of a report written in 2006 by the Council of Europe (but also a feature of an approach in Spain in the 1980s – see Chapter 4). The most recent programme is called ROMED and started in 2011 in 15 countries* (ibid: 375 -376). ROMED focuses on 'real and effective intercultural mediation' (i.e. mediators have knowledge of cultural codes of community and institution, are impartial, focus on improving communication and cooperation, and stimulate both parties to get involved in change process) (ibid: 376). A training curriculum has been drawn up and a group of trainers identified. National and local authorities – working with Roma organisations – are responsible for identifying and selecting the mediators to be trained.

Country specific policy reviews

As part of the research brief, the Salford Housing & Urban Studies Unit (SHUSU) at the University of Salford undertook a comprehensive evaluation of EU wide policies, as well as reviewing the policies used in each partner country. The reviews outlined on the next page also include the views of key informants.

* Bulgaria, Czech Republic, France, Germany, Greece, Hungary, Italy, Moldova, Romania, Serbia, Slovakia, Spain, the former Yugoslav Republic of Macedonia, Turkey and Ukraine.

The Netherlands

Inclusion and race equality

In 2011, a review of national policies around the social inclusion of Roma was carried out on behalf of the European Commission. In the Netherlands, this review was undertaken by van der Welle and Blommesteijn (2011). They concluded that a national policy programme for the integration of Roma does not currently exist in the Netherlands as the government favours general rather than 'target group' policies (ibid: 1). Individual local authorities are responsible for addressing issues in relation to Roma and Sinti at a local level. However, it is suggested that the current approach focuses on the problems created by Roma and Sinti (e.g. criminality, unemployment, welfare dependency) rather than the issues Roma communities face (e.g. discrimination, etc.). The 'Policy measures in the Netherlands for the social inclusion of Roma' – produced as part of the national strategies referred to in Chapter 2 – shows that the government is particularly concerned about issues of 'crime and socially unacceptable behaviour', as well as child protection issues (Ministry of the Interior and Kingdom Relations, 2011). There are no specific policies against the discrimination of Roma; rather it is suggested that the general anti-discrimination policies in the Netherlands should be applicable to Roma, as with all communities.

Education

In 2006, the European Monitoring Centre on Racism and Xenophobia (EUMC) published a report reviewing the situation of Roma and Travellers in public education across Member States. The report suggested that attempts had been made to address education issues in relation to Roma and Sinti by establishing separate educational facilities or referring them to special education programmes (EUMC, 2006: 56). The report refers to research carried out in 2003, which suggested that 15% of Roma and Sinti were enrolled in primary special education, compared to the national average of 5% and 6% of other 'cultural minorities'. It was suggested that there would be fewer referrals to special education if schools had a better understanding of the cultural norms and characteristics of Roma and Sinti communities. The report indicated, however, that there had been a move away from focusing on segregated education. Indeed, it is highlighted that 'the Dutch policy on educational disadvantage aims at offering every student an equal range of classes without specially adapted teaching programmes for certain student groups' (ibid: 82). In 1998 a Municipal Policy for Educational Disadvantage (Gemeentelijk Onderwijsachterstandenbeleid or GOA policy) was launched. This policy outlined a number of activities including: reaching target group children for pre-school and supplementary education; supporting the scholastic career; tackling the problem of school dropout; and mastering the Dutch language (ibid: 82). The EUMC report highlights that the children of Roma and Sinti,

caravan dwellers and ex-caravan dwellers were given a weighting of 1.7 in the Municipal Education Disadvantage Policy, with more funding available for schools with children who receive a higher weighting. The report offers comparison weightings for a Dutch child with parents who have had little education (given a weighting of 1.25) and a child from a minority ethnic background (given a weighting of 1.9) (ibid: 82). In almost all municipalities, it is suggested that Roma pupils go to primary school without serious absenteeism. However, there is a more diverse picture for secondary school attendance, with research suggesting varying degrees of absenteeism in different municipalities (van der Veen et al. 2012).

The review of national policies by van der Welle and Blommesteijn (2011) makes comparisons between the education of new Roma and those that are more long settled, with new Roma perceived to be 'doing better'. For example, it is suggested that new Roma have usually been educated in their country of origin, with some having higher education (Rodriques and Matelski, 2004 cited in van der Welle and Blommesteijn, 2011).

The review highlights that in 2010, the Ministry of Housing, Neighbourhoods and Integration and the Ministry of Education, Culture and Science provided

600,000 Euros to address school attendance issues in relation to Roma communities in Roma municipalities, focusing specifically on enforcing the Compulsory Education Law (ibid: 7). However, there is variation in how projects have operated at a local level, with some recognising the need to focus on issues facing Roma communities (e.g. poverty). Nonetheless, the approach appears to be that of providing 'conditional' support (i.e. financial assistance in return for school attendance). Overall, it is suggested that many of these projects have been unsuccessful in engaging with Roma (ibid: 8).

Views on policy relating to Roma children in the Netherland

The respondents interviewed by SHUSU highlighted that there was no specific policy relating to Roma children, with contemporary social policy in the Netherlands moving away from focusing on specific groups. It was stated by one respondent that policy dictates that all children should be treated equally. One respondent did make reference to a previous 'special policy' focusing specifically on Roma communities. This focus related to the framework of 'Wiedergutmachung' [reparations] in recognition of the persecution experienced during World War Two. Money was allocated for working with Roma communities through this framework and included projects around education. It was suggested, however, that Roma were not necessarily fully involved in the management of the money or decisions about how the money should have been spent. This respondent, therefore, highlighted the importance of including Roma within the decision making process:

"...Lots of money gets given to local government, to people who gain something from it themselves, which is very sad, because you could definitely have achieved much more with that money...they have the best intentions but what they are doing is not always working in the best interests of the Roma themselves. That also doesn't increase the trust of Roma. In the future it's very important that Roma them-selves are involved in plans regarding themselves." (N KI 2)

Spain

Inclusion and race equality

Spain is one of the 12 countries signed up to the Decade of Roma Inclusion – a collective mobilisation of governmental and non-governmental bodies aimed at improving the socio-economic status and social inclusion of Roma populations. Writing before the Decade of Roma Inclusion began, the Open Society (2002) published a report on The Situation of Roma in Spain, highlighting that legislation does not provide comprehensive protection against discrimination (Open Society, 2002: 3). The report suggested that Roma faced disadvantage in relation to education, legal employment, accommodation and health. Furthermore, it highlighted that Roma are not recognised as an ethnic minority and therefore have no legal protection by virtue of minority rights (ibid: 3). However, it needs to be acknowledged that legal protection does not always guarantee equality (see, for example, the 'Inclusion and race equality' sections in the Netherlands and UK chapters of this report).

A review of national policies around the social inclusion of Roma was carried out on behalf of the European Commission (Rodriguez Cabrero, 2011). This review suggests that the social inclusion of Roma communities in Spain emerged over the period 1985-1989 with the Roma Development Action Plan. This programme included the creation of the Roma State Council and the Action Plan for the Development of Roma (2010-2012) (ibid: 4). At a regional level there are Social Exclusion Regional Plans relevant to Roma, and programmes targeted specifically at Roma; for example, Autonomous Programmes for the Roma Community (ibid: 18). Furthermore, the review makes reference to the 2011 National Reform Programme, which although a universal programme, recognises the specific issues relating to the Roma community (ibid: 18). A more recent publication by the Fundación Secretariado Gitano (2013) provides details in relation to Roma and discrimination in Spain.

Education

The EUMC report referred to in Chapter 3, suggests that in Spain, access to education for Roma children became a priority issue for the Ministry of Education and Culture and the Departments of Education of the Autonomous Communities during the 1980s, including a focus on avoiding segregation (EUMC, 2006: 74). It highlights that during the 1980s Andalusia, for example, had around 100 Roma mediators liaising between schools and families in an effort to reduce absenteeism.

Furthermore, the EUMC report highlights that in 2001, the Education Commission of the "Gitano Development Programme", belonging to the Ministry of Education and Culture, drafted a document entitled The Gitano people and education. This document made a number of recommendations, including ensuring that Roma culture was part of the primary education curriculum, ensuring distribution of relevant educational materials and developing intercultural mediator training programmes (ibid: 74).

A more skeptical view is taken by the Open Society (2002: 17) who argue that despite equal rights to education that are encompassed in the constitution, human rights instruments, etc., 'In practice, Roma/gitano children face disadvantages in gaining equal access to education, as well as discrimination and segregation within the educational system'. However, it should be noted that 'segregation' in this context does not refer to 'formal' segregation on the basis of ethnicity, but indicates 'informal' segregation by virtue of spatial concentration of populations and/or academic streaming within schools.

The more recent review of inclusion policies in Spain highlights that education was a key component of the Action Plan for the Development of Roma (2010-2012) (Rodriguez Cabrero, 2011: 20). It is also a key feature of the National Roma Integration Strategy in Spain 2012-2020, which highlights the progress that has already been made in terms of Roma education, particularly in relation to pre-school and primary school completion (Ministry of Health, Social Services and Equality, 2012: 5).

Inclusion and race equality
Although it has been suggested that, when compared to many EU countries, the UK demonstrate good practice when it comes to inter-cultural relations, as well as policies for promoting race equality, it is argued that there is still a long way to go (Wilkin et al, 2009: 55). Within the UK, Roma are covered under the Race Relations (Amendment) Act 2000 and Equality Act 2010 as a defined ethnic group (Craig, 2011). This legislation places a duty on local authorities and other public bodies to eliminate race discrimination, promote equality of opportunity and good relations between all racial groups (ibid: 18). However, it has been suggested that there are few processes in place to ensure these rights can be accessed/enjoyed by Roma (Poole and Adamson, 2008). For example, research suggests that some schools in England were potentially discriminating against Roma children for fear that their presence would damage the reputation of the school (European Dialogue, 2009).

In the UK, the previous All-Party Parliamentary Group on Traveller Law Reform has been renamed the All-Party Parliamentary Group for Gypsies, Roma and Travellers (Craig, 2011: 22). However, while Roma are being included in terminology, it is suggested that there is no specific action plan for this 'new' grouping. Given this 'policy vacuum', local agencies have tended to adopt their own approach, often largely driven by their current approach to minority ethnic communities (including UK Gypsies and Travellers) (Craig, 2011: 23). Consequently, there is no consistent approach (ibid).

The UK submission to the EU call for Integration Strategies for Roma Inclusion has been the production of a statement outlining the approach of the UK Government, but not producing a separate strategy. Within this statement Roma are not consistently treated as distinct from UK Gypsies and Travellers, framing most of the response around Gypsies and Travellers and only including Roma as a distinct group in the area of education, which is seen as a cross-over issue.

Education
Children in the UK have three basic rights in relation to education: free and compulsory education; equal access for minorities to education; and equal opportunities within the education system (Craig, 2011: 10). As highlighted above, UK policy often focuses on Gypsies, Roma and Travellers (GRT), incorporating Central and Eastern European Roma into discussions of UK Gypsy and Traveller populations. In many respects the issues that Roma face – lower attendance levels, access problems, low achievement rates, early drop-out, cultural norms, etc. – are the same as those found within UK Gypsy and Traveller communities (Brown, Dwyer and Scullion, 2012).

The Children's Act (2004) provides a strategy for improving children's lives, covering universal services which every child accesses as well as for more targeted services for those with additional needs, including Gypsies, Roma and Travellers (Bartlett et al., 2011: 102). In the area of education the key aim is to increase the educational inclusion of the GRT population; this encompasses participation, enrolment and regular attendance at school as well as improving levels of achievement (ibid). The Department for Education (until 2010 Department for Children, Schools and Families) in the UK includes a 'Raising Community Aspirations and Attainment Team' with policy advisers on GRT issues (ibid: 101). The Department of Education has published a range of reports aimed at local authorities and staff in educational settings, focusing on GTR education, including Aiming High: Raising the Achievement of Minority Ethnic Pupils (March 2003); Aiming High: Raising the Achievement of Gypsy Traveller pupils: A Guide to Good Practice (July 2003); and The Inclusion of Gypsy, Roma and Traveller Children and Young People: The Inclusion of Gypsy, Roma and Traveller Pupils: strategies for building confidence in voluntary self-declared ethnicity ascription (2008) (this latter report focuses on need for better ethnic monitoring in schools, ensuring that children can be open about their ethnicity).

Within local areas the educational needs of children within Roma communities often fall within the remit of the local Traveller Education Support Service (TESS). In some local authorities there are Ethnic Minority and Traveller Attainment Services (EMTAS), with a broader remit of addressing the educational needs of school age children from all minority ethnic communities. Within Manchester, support falls within the remit of the dedicated International New Arrivals, Travellers and Supplementary Schools Team. These services all tend to share a common goal, which is to provide support to specific communities with access to education as well as providing support within schools. However, given recent public sector budget cuts in the UK, there are concerns about the future of such services.

Views on policy relating to Roma children in the UK
The specific policy relating to the work across the local authority area was the Ethnic Minority Achievement Strategy. This provided a framework within which the organisations were working to improve the educational outcomes of members of ethnic minority communities. This included the administration of additional resources, provision of outreach work, multi-agency/joint working and opportunities for sharing learning between agencies, schools and areas. One respondent indicated that - in addition to the good practice operating in Manchester - at a national level, there were a number of documents providing guidance on working with minority ethnic children:

"...there is a strong legacy of good practice in Manchester... and generally across the UK there is a lot known about how to work with minority ethnic children...there is a lot of extremely useful guidance from the national strategies that were developed under the previous [Labour] government...a lot of schools in Manchester still use that guidance." (UK KI 1)
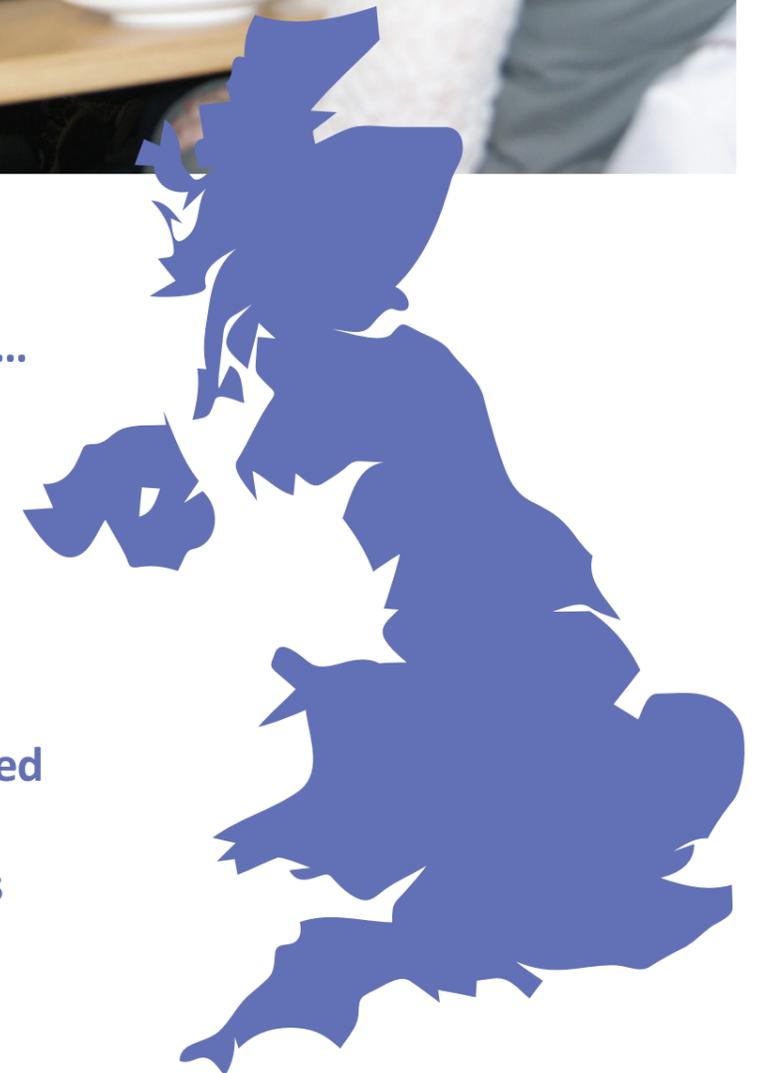
Research

The Salford Housing & Urban Studies Unit (SHUSU) at the University of Salford have contributed extensively to the transnational assessment of approaches and policies used in the UK, Spain and the Netherlands in relation to the integration and inclusion of Roma in and through education.

The broad aims of the research brief were to explore and assess:
- Existing data on migrant Roma communities in the UK, Spain and the Netherlands, with specific focus on demographic data and education indicators; and
- Perceptions of barriers to Roma educational inclusion by key stakeholders in the UK, Spain and the Netherlands.

This section of the report provides an overview of the findings of the primary and secondary research in relation to the three partner countries.

The Netherlands

Statistics about the resident population in the Netherlands are primarily based on nationality/ country of birth rather than ethnicity. Indeed, ethnic registration is forbidden by the Data Protection Act (Wet Bescherming Persoonsgegevens) due to concerns that it could lead to stigmatization of particular groups (van der Welle and Blommesteijn, 2011). Consequently, there is currently no systematic data collection on the number of Roma in the Netherlands, and estimates of the population appear to vary significantly. For example, van der Welle and Blommesteijn (2011) suggest that there are between 4,000 and 6,000 Roma and Sinti currently living in the Netherlands, while van der Veen et al. (2012) highlight that estimates range from 3,000 to 40,000 Roma.

It is suggested that Sinti have been resident in the Netherlands for centuries. With regards to Roma, four groups are identified, which can be distinguished according to when they arrived (i.e. 1900, 1960s, 1970s, and 'new' Roma). As with many other EU countries, new Roma incorporates those who arrived following accession, but also asylum seekers and refugees (van der Welle and Blommesteijn, 2011: 2).

It is suggested that the more recent arrivals have primarily – although not exclusively – settled in larger towns. It is also thought that the flow of new Roma has primarily been from Bulgaria and Romania and that this migration is increasing (Jorna, 2012). Unfortunately, there is currently no accurate data on the number and nationalities of new Roma, with a suggestion that there could be 2,000 at the very minimum (although it is acknowledged that the figure could be double) (Jorna, 2012).

There is even less certainty regarding the number of households from Roma populations living within Amsterdam (the research case study area). van der Veen et al. (2012) used an estimate based on data from 2007 to state that there were around 400 individuals from Roma backgrounds living in the municipality.

Consultation with key stakeholders
The literature referred to above provided an overview of some of the data that was available in relation to the size of the new Roma communities in the Netherlands. The respondents were asked to reflect on the estimated population size provided by this data and whether or not they felt it was accurate; all of the key informants indicated that they did not know with any certainty as to whether this was accurate or not. However, some respondents, based on a degree of personal experience, felt that an estimate of 2,000 new Roma across the Netherlands was very low:

"I think that in total it would be many more. And the most difficult part of it is that there are large families that have come to live here and new people come every year, so it's very difficult to estimate how many there are. I really do think that there are more though." (N KI 3)

"2000? So few?...Well, according to the figures that I've seen in the research that I've read there were 400 just in Zuid-Oost [a South East district of Amsterdam] and I questioned that as well because I couldn't find them, but I think that I can count up to 200 in Zuid-Oost, so 2000 in the whole of the Netherlands seems very very low to me." (N KI 4)

The respondents were also unable to provide estimates on the number of Roma children living in the Netherlands and/or Amsterdam beyond the number of children/ families that they were actively working with. As one respondent highlighted:

"…that's also very difficult…it isn't registered, you know, all the numbers that we have are just numbers of people who we know are Roma." (N KI 4)

There were three key issues raised in relation to the difficulty of collecting data from Roma communities. Firstly, the mobility of Roma communities was an issue:

"…it changes a lot, right? It's a very dynamic group in that sense, they move countries regularly and that makes it difficult to keep an overview for education." (N KI 2)

"…what we see with the Roma is that it's an elusive community, not all Roma that we see in the Netherlands are permanently settled here so it's difficult to give exact figures." (N KI 5)

This mobility also related to internal movement, particularly between different addresses:

"…they come into the system when they register their children at nursery school, it's then they surface and you get information on families, but…people are registered at addresses where they no longer live, but they are still registered as living there, children live with different families, which makes it very difficult to get information." (N KI 3)

Secondly, one respondent highlighted that a number of Roma were often undocumented migrants so were not registered for a residence permit, medical services, tax or benefits. While estimates of unregistered Roma had been made, it was still unknown how many were new Roma:

"I know that amongst the Roma, that there are 7,000 Roma who aren't registered, so you don't find them in the statistics anywhere [referring to Roma population as a whole, not just new Roma]…[They] come without documentation and go everywhere without documentation and that's why I think that it's not possible to make a statement about it, but since we're talking about Roma since 2004, well we're almost 10 years further on now, so it could be that there are a lot more, I would think." (N KI 1)

Finally, a broader issue was highlighted relating to the fact that data on ethnicity is not 'allowed' to be collected; so the data that is available just relates to nationality:

"As far as I know it's not allowed to register on ethnicity. So in the registration it says that a parent comes from Romania or Bulgaria, but there are lots of people who come from Eastern Europe at the moment and they're of course not all Roma." (N KI 2)

One respondent highlighted that attempts to register/ count people 'frightens' some Roma. They related this fear back to the Holocaust, indicating that registering ethnicity has been a sensitive issue since World War Two. Interestingly, one respondent indicated that caution was needed when using data, particularly if it was being used as a basis for the provision of services. While they recognised that having background information about the children/families you were working with was often helpful when looking at the support required, there was also a danger of stereotyping communities on that basis:

"…if there are problems then you can sometimes be more effective if you know that they have this background and can be more active…As long as it doesn't lead to people thinking "Oh, they're Roma, leave them be, we can't help them anyway" as that is of course the other side of knowing background information about people...you then don't act because you think, well we're not going to be able to solve it anyway." (N KI 3)

On the other hand, another respondent highlighted that data was vital for resource allocation purposes:

"…the local authority gives money for certain things, for certain activities and then you really have to know how many people you're talking about, it makes a difference whether you're talking about 3 people or 300!...So it's very difficult to persuade the local authorities with the vague numbers that we have that they have to put the effort in. It has, however, been decided in Amsterdam to put more effort in with the Roma." (N KI 4)

The engagement of Roma in education

Views on key barriers to engagement
This section highlights views on some of the issues that respondents felt impacted on overall engagement (or lack of) in relation to education. The interviews highlighted two key underlying issues. Firstly, one of the biggest perceived barriers related to the fact that parents were seen as the gatekeepers to education and it was them, rather than the children, who were reluctant to engage or did not place value on the importance of education

"…with the Roma group it's the lack of understanding of the value of going to school, of education in general, which is very different from other groups…but the parents don't help children engage in education, they have to do it themselves and the children themselves, well, children want to learn." (N KI 3)

In some cases, however, this reluctance was seen to come from a fear that education may have a negative influence on children:

"It happens quite often that we have Roma from this group in the class, but then you see that if they aren't under pressure from their parents that they sometimes just don't attend and it's very difficult to keep them at school and if we're talking about girls then it has a lot to do with their sense of honour, pride…We actually then thought that it's a good format if you can let them see exactly what you are as a school and to be pretty flexible about how you deal with the issue and to say, well let's let the parents come with their children for the first period and if they then think, well it's safe enough, then they will go away again at a certain point…of course it's understandable because of the culture of these people, they're afraid that education will influence their children in a bad way." (N KI 2)

As can be seen, this particular respondent tailored their approach to working with Roma families by allowing parents to observe how children were taught and treated within schools. The respondents reiterated commonly acknowledged issues around differences between primary and secondary attendance. On the whole, there were relatively positive accounts about primary school attendance. Concerns about the negative influence of school were perceived to be directed primarily at secondary education and often related to issues of culture and gender:

"I think it's a bit easier for small children, because they want to play, they want to do nice things, but as soon as they turn twelve or so then it's slightly different, you can play a role economically, so the boys they can start earning money, and for girls the

pride, feeling of honour becomes important, so do you go to school with 'civilians' who you don't really trust and your parents can't keep an eye on you?" (N KI 3)

One respondent reflected on the issue of secondary education within the schools that they worked:

"…the primary school is not the problem anymore. Most children now go there…But the secondary schools are still a problem. We haven't yet been able to congratulate any Roma on getting a VMBO or a MBO diploma [secondary vocational education certificates]." (N KI 4)

Secondly, some respondents talked about the underlying issue of the 'social position' of Roma and the impact this has:

"…if you want to do something for this target group then you have to look at an improvement of the whole situation, regarding living conditions, at economic independence…It isn't the case that if you build a school, or you ensure that accommodation is provided that the issues of the Roma change, because we see a structural racial discrimination against the Roma." (N KI 5)

"I think that education is the last problem, actually. The Roma that I see, from them I get the idea that they stand at the complete bottom of the ladder of society and they have very few perspectives, and I can, from their point of view, understand the reasons why they say 'why should I go to school, that won't change anything for us'." (N KI 4)

This issue was thought to be compounded for Roma who were undocumented and therefore did not have access to the same opportunities as the wider population in terms of post-education employment:

"…they don't have the BSN number [citizens service number] and then the children become more and more aware of their situation, they realise that they won't be allowed to work later without documentation. Once they turn eighteen these children aren't allowed to do anything anymore, even though they have qualifications…It's said about a lot of Roma children, 'oh well they don't go to school, they're bad students' or 'you can't help them' and then you meet children who really try their best, who do well at school and then at some point realise that they can't do anything else, that they're not allowed to do anything and that is really serious…I know twelve year olds who should be going to secondary school who say 'yes, but my brother and sister they aren't allowed to do anything, why should I go to school? Why shouldn't I just stay at home?'." (N KI 4)

Views on differences in support required by Roma

There was a view that working with new Roma was different to working with other migrant communities and that different approaches were required. Firstly, one respondent highlighted the need to focus on building up trust. They related this back to the history of discrimination that Roma had faced, and described the difference they had experienced in working with Roma compared to another community:

"…they have been sent away for centuries, have been hunted down, and the stigma attached to these people is really very great. There's a really negative stigma, much more negative than every other ethnicity, culturally, as well as in the media, they are really a very different group. That has consequences, so the negative image, has consequences for how people act when they come into contact with the outside world. For example they are likely to be more closed…they mistrust everyone who is not a Roma…if you want to work with Roma, if you want to seriously get going, whatever the problem is, you have to first of all work on gaining their trust…" (N KI 1)

While this respondent highlighted the importance of establishing trust, they also emphasised the implications for individual workers. More specifically, they suggested that situations can arise where communities can become reliant on particular workers.

Secondly, it was felt that the work and approach with Roma was more intensive and required more of an investment than with other communities. Again, this was related back to issues that were raised above around the perceived lack of value placed on education by some Roma families. In order to address these issues, one respondent suggested that a greater level of multi-agency/joint working was required with Roma communities:

"…the communication between the different social services must be much better coordinated than is necessary with other groups and the specific problem with the Roma group is the lack of understanding of the value of going to school…With other groups, they come to the Netherlands expressly because they want their children to be educated in the Dutch education system and you don't see that with Roma. So you have to invest more. Actually it's more of an intensification of approach, in our opinion, than a special approach. You have to accept that you have to invest more and for a longer period of time in order to achieve the same result." (N KI 3)

On the other hand, another respondent was critical of multi-agency approaches due to perceived lack of cooperation between some agencies, but also the view that having a number of different agencies involved could sometimes create problems for families. They talked about the work of their organisation, which focused on what they referred to as a 'system' or 'network' approach, whereby they would take an individual family and aim to address all the different issues that the family was facing:

"It's an offer for families, an integrated offer, so where there are specific problems with that family, so it could be that there are problems with the law, it could be that there are problems with the school, with children that don't go to school, it could be that there are problems of domestic violence, of unemployment, and our approach is to look at the problem as a whole and that means that the problem is always approached as a whole. You could also see it as a sort of system or network approach in an attempt to get all members of a family back on the rails…[it's] a better solution and also in order to be able to work more efficiently… the problems that Roma experience are often dealt with by many different organisations and there's very little cooperation or very little structure in it. We've said that that is not practical and sometimes it even creates more of a problem for the families if one person does this and the other does that and it could be that they are working against each other or that it gets drawn out…[If you have] one organisation, which has an overview over all problem areas and can approach all of these different areas, you can prevent a fragmentation of the problem and you have much greater capability in order to approach it." (N KI5)

There was also a debate by some respondents as to whether separate services should be provided for Roma. One respondent talked about a previous project that had provided 'special classes' for Roma children. However, there was a view that a concentration of Roma in schools/classes reinforced the gendered norms that were perceived to be prevalent within the Roma community:

"I don't think that a high concentration of Roma pupils promotes integration, the social control plays a big role then, from the boys over the girls, for example, and especially at secondary level, so it is therefore better for Roma girls to not be in education with Roma boys." (N KI 4)

Changes in approaches to working with Roma over time

Finally, respondents were asked to reflect on any changes that had occurred over time in the way they worked with Roma communities. Two respondents provided comments on this issue, both of whom made reference to having to be 'stricter' in their approach towards families. This related to moving away from different – and perhaps 'softer' approaches – to engagement in education, to a greater focus on getting families to understand the compulsory nature of education and the processes that have to be adhered to within the Netherlands:

"…it's got stricter. No, overall it's become stricter… You have to treat them as any other…so actually you're strict with appointments, which you make…you try to get close to them in normal contact." (N KI 3)

"My predecessor was much more into negotiating with the Roma and to get them to go to school in that way. I started, above all, by getting talking to people and I've begun more and more to move on to just saying 'these are the rules in the Netherlands, you stick to those'…So, from that point of view it has changed a lot with me…At the beginning I wanted to adapt to the Roma and stimulate them to go to school in that way. The change that I've made is that at some point I said 'No…I have to enforce the compulsory education law and that is the same for everyone'." (N KI 4)

Other issues highlighted in the interviews

While the interviews focused primarily on engagement with education, a number of additional issues were raised which are also important to highlight as they provide additional insights into the complexity of the barriers facing Roma communities and those providing support to them. These issues are summarised in the table that follows.

Issue	Example(s)
Lack of legal documents/legal status	"…illegality or not having all the right papers and all the problems that go with that like health, difficulties to make money, their position in the society, discrimination" (N KI 2)
Health needs/ stress relating to undocumented status	"In such an insecure situation, really very insecure, it's got much stricter in the Netherlands…the situation, the pressure, has only increased, which means living with more and more fear. I don't know if you know what fear does to people, if they have to live with it for a long time then it has very negative effects on their health." (N KI 1)

"…undocumented people, this means that because they couldn't get health insurance, even if they did have the money to do that, but if you don't have documentation then you can't get health insurance and you have a problem, as an adult, so after the age of eighteen to go to the dentist, you have, simply, no access to the hospital, you'd be turned away." (N KI 1) |
| Lack of flexibility in terms of system/ bureaucracy | "…the world of civil servants, the rules mentality of the Dutch, well I mentioned civil servants but that can be government or also semi-government, right? There is a certain type of person who works in that area…they sit in a knot of rules and laws…so from their own heart they want to stick to the rules, that's something that the Roma have a lot of difficulty with. But I also saw that that also created other issues, which stood in the way of finding a solution. You have to be flexible but you have to also be creative." (N KI 1)

"They end up in a very organised society and I have the feeling that they're not all used to that. They very quickly end up known by the compulsory education services, by the police, basically they are known by everyone because they don't behave in accordance with the norms of the society." (N KI 4) |
| Media and political discourse | "The political willingness was missing because the media and the stigma was so negative about Roma and that is really extreme, really especially extreme, I've experienced that all and as the situation in France began, that Roma were thrown out of the country, that went through the whole of Europe, also in the Netherlands, and the media came to us and said 'Ah, how is it actually with the Roma here?'…but the Roma themselves hadn't been asked about their opinion at all, and it was all very negative and discriminatory." (N KI 1) |
| The need for Roma involvement in decision making | "…it's often been said that the Roma don't want to help themselves, they're against everything, they don't cooperate…but I saw the opposite situation...not wanting to talk [to], not wanting to listen to Roma that is a massive obstacle for them." (N KI 1)

"In the future it's very important that Roma themselves are involved in plans regarding themselves." (N KI 2) |
| The need for greater European-level intervention | "…if you want to provide a good standard of living for Roma and also adequate care then it's very important to work on legislation at a European level… At the moment what happens is that all countries in Europe say, right we'll do that and at the end of the day it's not fulfilled in places like the Czech Republic or Hungary. You see that citizens [of different European countries] don't have the same rights, not always. I would really like to advocate that there should be real integral cooperation within Europe concerning specific aid for Roma." (N KI 5) |

Spain

Although there is no official data available, the Roma community in Spain is estimated to be between 650,000 and 750,000 people (Rodriguez Cabrero, 2011). The Roma population is thought to be concentrated across the large and medium sized cities in Spain, with around 9% living in Madrid (ibid: 5). However, it is recognised that there are gaps in quantitative data on the size of the Roma population, particularly in relation to newly arriving Central and Eastern European (CEE) Roma. Estimates of the new Roma population vary from 30,000 - 40,000 CEE Roma (mainly from Bulgaria and Romania) (Rodriguez Cabrero, 2011) to 88,272 'foreign born' Roma (aged 16 and over) (Fundación Secretariado Gitano, 2011: 214).

Recent research carried out with involvement of the Fundación Secretariado Gitano provides a range of demographic and other relevant data on the migrant Roma population in Spain, focusing specifically on Bulgarian and Romanian Roma (see Fundación Secretariado Gitano, 2011). The research was carried out across twelve cities where there were known migrant Roma populations. It included a total of 361 households or 1,404 individuals. The sample was weighted to the proportion of Bulgarian and Romanian nationals living in Spain. While recognising the limitations of the research, it does provide important information, including comparisons with the Spanish Roma population and the Spanish majority population.

The survey also provides some indication of educational attainment. However, the authors acknowledge that the data is more subjective given that it relates to the individual respondent who took part in the survey and not other members of their household. The report suggests that 33% have not completed elementary education: consisting of 16.5% who are illiterate and 16.5% who can read and write, but have not completed their studies (ibid: 296). Interestingly, the report suggests that in comparison to Spanish Roma, 'the immigrant Roma population is better prepared from the educational point of view' (ibid: 296). However, the report suggests differences in educational attainment between Bulgarian and Romanian Roma. For example, Bulgarian Roma have a higher level of education, with 41.7% having completed secondary or higher education compared to 27.5% of the Romanian sample. (Please see Fundación Secretariado Gitano, 2011 for more information about the survey and Tarnovschi et al., 2012 for comparisons between Spain and selected EU Member States.)

The following outlines selected demographic data and characteristics emerging from the survey:

- The Bulgarian and Romanian Roma population is younger than the native born Roma population and Spanish population in general – the average age of migrant Roma is 25.04 (compared to 28.13 in the Spanish Roma population and 40.53 in the Spanish population).
- The sample suggests a larger proportion of men than women.
- The sample suggests a larger proportion of people are married or co-habiting than amongst the Spanish Roma population.
- There is a higher percentage of children (30.2% - compared to 26.3% in the Spanish Roma population and 14.7% in the Spanish population).
- The average number of children is similar to that of Spanish Roma (2.42 and 2.67 respectively); however, there is a difference between Bulgarian and Romanian Roma, with Bulgarian Roma having fewer children (1.84 and 2.56 respectively).
- 67.4% of the migrant Roma population report that that they have good or very good health (compared to 75.7% of the Spanish Roma population). Again there are differences between Romanian and Bulgarian Roma, with Bulgarian Roma less likely to report disabilities or health problems.
- With regards to labour market activity, 34.4% of the active population are unemployed (this figure is 36.4% for Spanish Roma). The report also highlights that, similar to Spanish Roma, there is greater 'precariousness' in the working conditions of migrant Roma than in the general population (i.e. 42% of migrant Roma are self-employed; 45.5% work part time; and 83.3% have a temporary contract).50% of the migrant Roma sample said that the main reason for moving to Spain was to look for employment, while 40.1% wanted a better quality of life.
- 79% indicated that their movement to Spain was their first migratory experience; however, for around two thirds it was not their first visit to Spain.
- 54% indicated that they would like to stay in Spain indefinitely, while 44% would leave in the next ten years.
- The main difficulty encountered in Spain was finding employment (90.4% of respondents).
- 87.3% remain in contact with people from their country of origin, with 38.3% sending money back to their home country (e.g. to parents and children).

Consultation with key stakeholders

The literature referred to above has provided an overview of some of the data that was available in relation to the size of the new Roma communities in Spain. The respondents were asked to reflect on the estimated population size provided by this data and whether or not they felt it was accurate; all of the key informants indicated that they did not know with any certainty as to whether this was accurate or not. In most cases, respondents could only comment on data relating to their own specific services or programmes (e.g. indicating that they were working with a certain number of families and/or children); however, in some cases it was admitted that even this information could be out of date. They were unable to provide estimates on the number of Roma children in Spain and/or Madrid, again unless it related to the specific families they were working with at the time. There were three key issues raised in relation to the difficulty of collecting data from Roma communities. Firstly, the mobility of Roma communities was an issue. It was highlighted that people sometimes moved to different areas or returned to their home country for a period then came back to Spain:

"I was there yesterday and there were like 50 people just arrived…not new, 50 people with a medical history here. They were gone last May, and now they came back…I don't know if it is related to the weather, because is a very cold winter there [Romania]. It happened as well last September, many of them arrived. If you talked to people from education they can tell you, because it is crazy, they registered long ago in school, then they left, now they come back again." (S KI 5)

For this particular respondent the lack of data was not perceived to be a huge issue for their specific area of work (health); however, they saw the impact it had on other sectors, particularly education:

"For us is not so crazy, because the worst that can happens is that I vaccinate them twice, but in education [it] is more complicated, leaving their place in May, coming back now in October." (S KI 5)

Secondly, it was highlighted that there can be a reluctance of Roma to provide information given concerns about what the data would be used for. This was perceived to be related to negative experiences in their country of origin:

" …whenever I had to do fieldwork, doing surveys, many people didn't want to answer them because they said that in their countries, a few years ago, the government was also doing this type of surveys and enquires, but to damage them, to have them numbered…" (S KI 4)

Finally, a broader issue was highlighted relating to the fact that the collection of data on ethnicity is prohibited, with one respondent referring to ethnicity as 'private' information. Consequently, the data that is available just relates to nationality:

"…so maybe you can find out the Romanian population registered in Madrid, but to know who of them are Gypsies and who aren't is more complicated." (S KI 4)

Views on policy relating to Roma children

The respondents were not aware of any specific policies in place relating to Roma children:

"You asked me before if there was a regulation or some law. I think it is the opposite, there is a lack of them." (S KI 1)

"There is special policy but about special educational needs, associated with social disadvantages, or to physical and mental disabilities, but nothing specific for Roma children." (S KI 2)

With the exception of the reference to 'special educational needs' above, respondents suggested that all children are covered by the same policies rather than having targeted policies for specific communities.

The engagement of Roma in education

Views on key barriers to engagement
The interviews reiterated widely acknowledged issues around Roma and education; for example, absenteeism and lower levels of attendance, drop-out at secondary education level, etc. It is not our purpose here to highlight what is already known as these issues are discussed in detail in previous research and publications. Rather, we want to highlight views on some of the underlying issues that respondents felt impacted on overall engagement (or lack of) in relation to education. The interviews highlighted a number of key issues, although some of these were in many respects interrelated. Firstly, while respondents often talked positively about the children they worked with, it was felt that a key underlying issue related to a lack of engagement by parents in relation to children's education:

"The children, like mainly all children, engage very optimally. The fact of playing, learning new things, socialize, development. They participate a lot in the class, they are very intelligent, very fast, develop a lot in arts, in education. The only difficulties seen from the school are due to the relation with the families, that the children sometimes should be more motivated at home." (S KI 2)

"When they come, to register the kids and all that… They normally come with an educator, or with someone that helps them, they do the registration as well as they can, and after that, the parents practically disappear." (S KI 3)

Secondly, lack of engagement sometimes related to the more practical issue of travelling to and from schools. This was a particular issue when children from the same family were split between different schools and was often a result of mid-term registration. This required multiple journeys by parents and increased the likelihood of non-attendance:

"…the kids started school in the middle of the term, maybe in the second semester, they got split in different schools, they were divided because they couldn't find places in the same one for all of them. So the father or the mother had to take each child to each school, and that was a problem, and to pick them up afterwards…And because of it, we would find more absenteeism in the afternoons. The children would go to school in the morning, then they were picked up to have lunch, and then they weren't taken back to school for the afternoon lessons." (S KI 4)

The barrier of having to travel was not just confined to school attendance, however, and one respondent highlighted that this issue was relevant to other services, including health:

"…with regard the access to the health system, it is the geographical distance, because they live very far from the urban net…and they don't have the chance of using public transport to go to the doctor, or to the hospital, or to the school, or to any services." (S KI 5)

These barriers were particularly relevant in situations of poverty. Indeed, poverty and day-to-day survival was perceived to underpin the lives of many Roma; emphasising a difference in the priorities of service providers in comparison to those issues prioritised by the Roma families themselves. As the following comments below, the need to earn a living often meant that older children were required to look after younger children so parents could work, or older children were themselves required to contribute to income generation:

"…their interests are not, obviously, ours, and we also run against their culture…For example, in the, I mean we are a link, all the time motivating and trying so that this link with the school happens…but this, these interests [are] not always, I mean, the need of money is more important for them than, for instance assisting to the school. In the end, the school is just the school…I think they live more the 'here and now', getting the means for the day to day, than the long term project of having an education and a future."
(S KI 1)

"I think that as long as their children are in primary school they don't see the need, they are good with it, or they see it as a basic need to have their kids assisted and cared for by third persons so they can both work. The situation changes though when the kids reach secondary. There the kids stop being in the education system, and many of them decide that their kids have to start working…or also, to take care of the younger ones of the family, while the oldest ones at home go out to earn money." (S KI 2)

Interestingly, while poverty was perceived to be a reason for lack of engagement, at the same time the resources sometimes attached to school attendance were often perceived as a key reason for some parents to engage with the education system. One respondent, for example, made reference to the importance of provision of meals at school:

"And if they can stay to dine, that's what really makes children to attend daily, because the parents appreciate a lot their children staying in school to eat. On one hand, they are well fed, and on the other, if the children stay in the school most of the day, the parents can go to make a living out there." (S KI 4)

While another respondent made reference to social assistance being conditional on school attendance. As such, they felt that families would engage purely for that reason:

"I think, in general, the way they think is that they go to school because we force them, and because our policy here forces them, but most of the children, I told you, they come with very serious education needs, and here they go to school because the laws force them. And then, if they join the wheel of social help and attention [referring to financial assistance] one of the requirements is that children have to be listed in the school. So they take it as a minor sacrifice in exchange for social help." (S KI 3)

Views on differences in support required by Roma
Given the complexity of the issues raised above, the respondents indicated that different approaches or a different level of support was required when working with Roma communities. There was a view that the support required by new Roma was far more intensive than that required by other migrant communities. It was highlighted that building up trust was a key issue. One respondent, for example, made reference to difficulties arising when a 'new worker' was introduced to families, which could apply to any service area.   With specific reference to education, while for many migrant children, the language barrier was the key issue, for new Roma children – although language was obviously a concern – there was a wider issue relating to a lack of formal education that Roma children have experienced in their country or origin:

"…we detect that [Roma] kids have a very weak education from the origin…in the end, we don't teach them how to read in Spanish, we have to teach them how to read…it's not that they are under the curricular level, it's that they don't have a level at all. In their countries, in the countries where they come from, they haven't attended school, or they have, but very irregularly." (S KI 3)

For one respondent, when working with Roma communities there was a need to recognise the complexity of the issues and accept that there was only so much that could be achieved at any one time:

"…the truth is that with them we have to work over little achievements." (S KI 1)

Changes in approaches to working with Roma over time
Respondents were asked to reflect on any changes that had occurred over time in the way they worked with Roma communities. Three of the respondents made reference to their approach changing as they learnt more about the communities and their particular needs, and responded accordingly in terms of work and resources. As these respondents highlighted:

"Because we get to know the needs they come with and we gradually adapt the resources we have to the needs they have." (S KI 3)

"It's changed because it's been adapting to the different families we've been working with." (S KI 4)

"It is still a very closed community, but we learn bit by bit how this community works, we find out things…" (S KI 5)

One respondent made reference to having a greater understanding of the countries of origin of their clients and how the needs but also values of Roma can differ depending on what area of that country Roma come from; for example, there may be different employment experiences or different views on acceptable age of marriage. Another respondent referred once again to the issue of building up trust over time. From the perspective of their particular service (health) they had noticed that Roma families would now come to them for support rather than them having to go out into the communities.

A final issue that was raised was the increase in multi-agency/joint working that had occurred over time. One respondent made reference to a better coordination of services but also an increase in the number of services that were now involved. This has led to more targeted work around particular issues; for example, Roma women and employment:

"…all of it is happening, and even growing. Currently we coordinate a lot better, more precisely, with the social services of the area. We have created, since one year ago, a very wide work group…and the net has grown a lot…Now we are working hard with associations as well, to make encounters with women, especially targeting women, co-ordinating ourselves with the social services too…we want to help them find a job." (S KI 2)

> "Well, when they get to learn the language, they get to integrate more…as soon as the kid learns the language [they] manage, [they] integrate, and everything goes fine…"

Other issues highlighted in the interviews
While the interviews focused primarily – but not exclusively – on engagement with education, a number of additional issues were raised which are also important to highlight as they provide additional insights into the complexity of the barriers facing Roma communities and those providing support to them. These issues are summarised in the table that follows.

Issue	Example(s)
Lack of legal documents/ legal status and issues with registration for documents	"…we have a big problem with the NIEs [Identification Number for Foreigners]…NIEs now are impossible to get...and the passports, the problem with them is the money they cost in the embassy, and that's it. There are no Government subsidies to help get them, and they don't have the means to obtain them." (S KI 1) "Well, all the changes that are happening now in general, they are making more and more difficult for them to live here, even with people that have been living here for more than ten years now, with a decent life. It is still like if they don't have the right, or like if they don't deserve a dignified life. For example, this new law about work, and the people that weren't registered in the Employment Office before last July, now they need a Residence Permit to work, so it is a contradiction. They are EU citizens, and to some services, they can't access like regular immigrants because they belong to the European Union, but then they have the same restrictions that non EU citizens, so it is a big barrier." (S KI 4)
Segregation within schools	"…and some parents have complained that the child in the class is not taught what the rest are, and the teachers have the child painting in a course where they should be doing more advanced tasks, and the parents don't understand why the child is not being taught like the rest." (S KI 4) "They don't even share the break for playtime with the rest of the children." (S KI 1 – referring to 'Link Classes')
Lack of flexibility in relation to services/ education	"For example, if a pregnant woman needs a blood check, and she is five minutes late, sometimes there is no way she is going to have the blood check, even if she is just late for five minutes, there is no flexibility in the system on many occasions…Or to group the appointments, instead of making the people come one day, and the next one and the next one. Come on, try to group the three appointments." (S KI 5) "Well, these kids, in an ordinary class, with a determined and closed curriculum like we have in Secondary [education], it's very difficult that they reach the minimum aims. Sometimes they do it, but because they come at a certain age, with motivation…If you have an education system where you can be flexible, and give more…" (S KI 3)
Roma perceptions of and/or approaches to health and illness	"…their concept of health and disease, how they relate any symptom of illness with death. It also happens a lot with the Spanish Gypsies, any symptom, they think they are going to die, they relate it with death. They don't have the concept of prevention. They think, health is the opposite of illness, and illness is death." (S KI 5) "Most of them don't eat healthily, the children take too much sugar, the women usually smoke even when they are pregnant." (S KI 5)
Need for more employment opportunities	"…always try to prioritise the work issue, because we think it is a real way out for these families, to improve, to have a better living, to be able to rent a flat…" (S KI 4) "…women now provide for the family…and for them right now it is easier than for the men to get a job. There are more opportunities for women now than for men, there are not many offers of physical jobs now for men." (S KI 5)
Lack of language skills, particularly amongst adults	"Well, when they get to learn the language, they get to integrate more…as soon as the kid learns the language [they] manage, [they] integrate, and everything goes fine…" (S KI 3) "The children speak very well because they go to school, they have relations with other children, but the adults, if they work, they may work together. Most of the families I've been with are dedicated to picking up scrap, so there wasn't a meeting space to talk to other people out of their own community, so it's difficult to learn the language." (S KI 4)

UK

There is a lack of robust national and local level quantitative data in relation to Roma in the UK, and estimates vary widely from 100,000 to one million (Craig, 2011). The most numerous groups are suggested to be Czech, Slovak and Romanian, with the largest populations in cities across the North of England, East Midlands, Kent, north and east London (European Dialogue, 2009: 38), with some groupings in Glasgow (Scotland), Cardiff (Wales) and Belfast (Northern Ireland) (Craig, 2011). During the 1990s and early 2000s, a number of Roma came to the UK seeking asylum; however, very few were allowed to stay (Horton and Grayson, 2008). Nonetheless, the settlement patterns of Roma seem to reflect areas where there have been populations of asylum seekers in the past, or where they have existing contacts, and in many cases Roma from specific areas/neighbourhoods of a country will settle in a limited number of areas in the UK (ibid).

It has been argued that there has been a failure of local authorities to recognise the existence of many thousands of Roma in specific localities, with suggestions that there are as many undetected Roma as there are those that are 'counted' (European Dialogue, 2009). However, on-going work by the present authors suggests that the issue may not necessarily be a 'failure to recognise' but a lack of understanding about 'new' Roma together with a lack of meaningful contact points at which ethnic data pertaining to Roma populations can be recorded – a key exception being registrations of children in school.

With reference to the case study area of Manchester, the local authority (Manchester City Council) – as part of on-going work being undertaken by the present authors – provided an estimate that there are 3,000 Roma within the city. This was based on estimates provided by specialist education services, schools, health services, the Police, NGOs and experience from targeted outreach to Roma families. The Council indicated that Roma in Manchester come from the following new EU countries: Bulgaria, Czech Republic, Hungary, Latvia, Lithuania, Poland, Romania and Slovakia. However, it was stated that Manchester also has Kosovan and Serbian Roma. The Council highlighted that Roma were present in Manchester prior to EU expansion, albeit in smaller numbers. Following EU expansion, A8 Roma are mainly dispersed across the city as individual families and small groups. However, in more recent years it is suggested that there has been a rapid increase in the number of A2 (Bulgarian and Romanian) Roma, who have tended to be concentrated in a small number of areas.

Consultation with key stakeholders

Previous literature has provided an overview of some of the data that was available in relation to the size of the new Roma communities. The respondents were asked to reflect on the estimated population size provided by some of this data and whether or not they felt it was accurate; most respondents thought that the estimation of 3,000 people across Manchester was reasonably accurate. However, two respondents commented that this seemed quite a small population relative to the size of the city. It was highlighted that there may be reasons why this figure - although informed a range of data sources - might be an underestimate of the population. This included the reliance on self-ascription when collecting data:

"That's the ones that we know are Roma. If you looked at the official figures it would be half of that. The ones that ascribe. That is one of the issues with any data about Roma. We base our numbers on our knowledge. So it's the outreach work, etc. Many of those families when they go to the school they will write their children down as say, Czech and not Roma. The official data is based on what's collected by the schools." (UK KI 3)

Estimates for the number of Roma children living in Manchester were provided by one well informed respondent (UK KI 3), who suggested an estimate of around 1,000. This equates to around one-third of the known Roma population. However, it was acknowledged that this figure could be higher once the population of babies and infants is taken into consideration.

The respondents who were teachers or were working within schools suggested that the number of Roma children is still a relatively small population within the student population. Within the secondary school that took part in the research, Roma children were estimated to be around 5-8% of the school population (this equates to around 40 children from a population of 850) with a smaller number attending the primary school we spoke to (approximately 3%/8 children from a population of 250).

Within Manchester an annual census of school children enrolled across the area is carried out (this census is carried out for all local authorities across the UK). Although it was acknowledged that there are operational differences in how the census are carried out by schools this was thought to give as good a snapshot as it was possible with regards to the ethnic background of children. However, it was once again acknowledged that this data relied to a great extent on self-ascription of the families concerned:

"…with some of the parents, they are very happy to say that they are Roma if they are approached in the right way and if they trust the person that they are talking to. The first instinct would be probably to say their country, that they Romanian or they are Slovakian or Czech and not put the Roma bit down. There is obviously, for obvious reasons there is a worry about letting the authorities know that that's their true ethnicity." (UK KI 2)

The respondents suggested that they had to demonstrate a great deal of pragmatism in their attempts to provide an accurate picture as to the size of the Roma population. Although it was acknowledged that it was difficult to reach the most isolated community members, once they began working with families, the ethnicity of these families became more obvious:

"We do work with some families who won't subscribe to being Roma. It often takes a while before they will actually say they are Roma or they will still deny it after a year or two of working with the family. You have a Russian interpreter and then the family go off and speak their own language and you say, you are speaking Romani...The Romanian Roma always ascribe to being Roma." (UK KI 4)

Similar to the experiences highlighted in the Netherlands and Spain, the mobility of Roma families often meant that the number of Roma in the city at any one time were subject to change. Respondents in Manchester referred to it being commonplace for families to move around the local authority area, to other areas in the UK and back to their country of origin. Such mobility made providing an accurate estimation as to the size of the population difficult.

The only issue raised in relation to the impact of inaccurate data was how this impacted on the ability of schools to request additional resources to provide support for children with particular needs.

Views on policy relating to Roma children

The specific policy relating to the work across the local authority area was the Ethnic Minority Achievement Strategy. This provided a framework within which the organisations were working to improve the educational outcomes of members of ethnic minority communities. This included the administration of additional resources, provision of outreach work, multi-agency/joint working and opportunities for sharing learning between agencies, schools and areas. One respondent indicated that - in addition to the good practice operating in Manchester - at a national level, there were a number of documents providing guidance on working with minority ethnic children:

"…there is a strong legacy of good practice in Manchester…and generally across the UK there is a lot is known about how to work with minority ethnic children…there is a lot of extremely useful guidance from the national strategies that were developed under the previous [Labour] government…a lot of schools in Manchester still use that guidance." (UK KI 1)

The engagement of Roma in education

The engagement of Roma children/families within the education system in Manchester was a complex issue. Those with direct experience in educational settings talked about how families appeared to want to engage, and that education was valued by most of the Roma families and children that they had encountered:

"We don't have attendance problems with Roma in the sense that, if they have a school place, they seem to really value it." (UK KI 4)

Indeed, one respondent suggested that Roma were sometimes more engaged than British children:

"…it's better working with Roma. The white British are often switched off and sometimes disengaged and very passive. It's the opposite with Roma. They are enthusiastic and sometimes more so. They do want to get involved with everything and the majority do and learn and achieve. They want to move into mainstream now and get involved with everything." (UK KI 1)

However, while it was acknowledged that families and children appeared to be broadly engaged in education, underpinning much of this engagement was the work that had been carried out with Roma families. One respondent highlighted that the impact of this work was the establishment and maintenance of trust:

"It's whether or not they trust you, basically. Their mums will say whether or not you've got a good heart. If you love the children or they know if you are caring or not or if you don't like them. We have to work very much on building trust, because there are a lot of language barriers." (UK KI 4)

A lot of this trust seemed to be built by acknowledging cultural differences, and adapting the way in which existing services were provided, including assisting with issues that were perhaps outside the remit of their specific area of work. For example, one school had helped families with issues such as housing:

"Sometimes if the Roma parents think you are right then they will bring other people in to—I've had Roma families in asking me to deal with landlords…or asking me for a reference to help them with admin and paperwork." (UK KI 4)

Views on key barriers to engagement

It was acknowledged that there were still gaps in the engagement between some schools and Roma families. However, these gaps mainly related to the wider role that schools have in establishing relationships with families; for example, through parent's evenings, coffee mornings and other activities:

"We have parent evenings. We've had [Roma] taking part and attending the parents evening, but probably not enough. I think up to like three or four years ago, they were quite, really involved and it is not as much now. I don't know why. We needed to support them and they needed to get involved and know about school and show them round. It's not, it's gone off and petered off a little bit now. We are trying to do that again." (UK KI 5)

"We run parents coffee mornings. We never ever get any parents from…the Roma community coming to any of our parent things. This has been a big thing that we've tried to sort out. But when we ask the Roma parents what they wanted, particularly the mothers, they like craft things. So we got a load of things donated from ASDA [a UK supermarket]. We did a workshop on making cards and the Roma parents came. The mums came. They absolutely loved it. We are thinking well, if it's food or craft, they like it. But it's really hard if you can't read or write to participate." (UK KI 4)

Respondents also highlighted that Roma parents were not always aware of what was expected of them with regards to education:

"I think it's always not knowing what's expected of you as a parent. Parents often not going to parent's evening, because they might not know what it's about or what it's for and what it will mean to them or their child." (UK KI 2)

"…some of the, Roma families don't understand the value of children attending nursery or even reception age. That can lead to conflict as well." (UK KI 3)

Views on differences in support required by Roma
The respondents indicated that Roma communities did require slightly different support when compared with some other international arrivals. Such differences were underpinned by the size of the population of Roma from the same country living in one local area; their previous (lack of) experience with education; and their lack of trust towards agencies:

"I think with Roma it's a lot more labour intensive and time intensive. It does take longer to build up trust. It might take you three or four times until you actually even get through the front door and then it can take you two or three times before you get to the right person that you need to speak to. For Outreach Workers it's just about patience and perseverance and tenacity and not giving up, basically." (UK KI 2)

One of the main issues, however, related to the heterogeneity of the Roma population. Most Roma within Manchester appeared to be from Romania, but there were also smaller populations from the Czech Republic,

Latvia, Lithuania, Poland and Slovakia. Such populations were often dispersed across the city and were therefore potentially isolated. This inevitably impacted negatively on their ability to be identified and supported within the framework of educational outreach:

"They don't necessarily have the network, the family support or community support. With those families we very often, it might be some time before we find them. For example, one family, they've been living in the UK for four years and they have never been to school. With those families they are much more under the radar. They haven't got, I think the Romanian Roma have got a kind of identity as a Romanian Roma community now in that particular bit of Manchester. The others don't necessarily ascribe as Roma. As I say, they are much more hard to work with in a way, because they are more isolated. There is quite high mobility as well amongst some of those Czech or Latvian, Lithuanian families." (UK KI 3)

As can be seen, the mobility of some families was a key issue that was raised once again. As highlighted previously, it was not unusual for families to move across the city, to other areas of the UK or back to their country of origin. While sometimes such moves were permanent, more often than not it was temporary mobility, with people returning some weeks or months later. This movement sometimes created challenges for outreach workers and the schools working with Roma families. It was suggested that this mobility was sometimes instigated by family events, but also information received about opportunities available in other areas within the UK:

"They can disappear. They will come and see us and say, 'we are going back to Romania'. They can all just pile in a car and set off. They just come and say, 'we are going…somebody is ill, we are going'. It can be a grandparent or something." (UK KI 4)

While it was acknowledged that mobility was challenging, one respondent talked about how they had adapted to this situation:

"The problem is that they can just take off and then we don't know where they are. It's if they are missing from education. With Roma families normally statutory things, you take a child off if they miss, I think it's four weeks, you can take them off the register. We don't do that with Roma families, because what we find is if they come back it takes more resources to get them back into school than if you just hung onto the place for a bit longer…We've got special permission. We do the date differently for Roma families to take account of their lifestyles." (UK KI 4)

Changes in approaches to working with Roma over time
It was apparent from the interviews, that in many respects, the service providers across the city were well equipped to work with Roma families when they started arriving in greater numbers in recent years. This was largely a consequence of the experience they had developed following the previous Labour government's policy of dispersing asylum seekers away from London and the South-East, from 1999 onwards. As a result, services and many schools were already familiar with working with diverse communities. However, while services were already experienced at working with different minority communities, respondents did highlight a number of changes in their approach to working with Roma populations. One of these changes related to the way in which children are now framed as 'individual students' as opposed the 'the Roma children':

"Obviously, the school's population settled in school and all the Roma, they just saw them as a homogenous group and not as individuals. I've got to know them very well. Now they are in year 11 and they are all individuals and all different skills and abilities and that's the thing." (UK KI 1)

Interestingly, some Roma children who had arrived a number of years ago had become 'community advocates' following their engagement in education. This had enabled deeper relationships to be established with some sections of the community:

"The relationship that we've established with certain young people. We've got a bank of Romanian interpreters who are able to use and kind of communicate with the Roma community." (UK KI 2)
Furthermore, the importance of building up trust over time was also reiterated by respondents. It was highlighted that as the communities became more established in the area it became easier to work with newly arriving families. One person suggested that the knowledge and experience of more established Roma was passed onto new arrivals. There was a perception that this had helped to increase trust in organisations but also increase engagement in relation to education:

"It is about the fact that we have established trust over a long period of time. The families will now say, the Routes project can help you [referring to their specific project]. Once you've got the trust within the community it would be easier to kind of work with other families." (UK KI 2)

"Families that are new are still arriving, they tend to pick up the expectations and attitudes of the existing families. We have noticed a definite difference, much more interest in education and support for education and understanding. I think they and we've had reports from some of the families that they do feel valued. They have had very positive experiences in the schools, and that has made a big difference." (UK KI 3)

Finally, respondents highlighted that joint working between agencies, particularly schools, was commonplace, with networking perceived as vital for working with Roma communities. The work of the International Arrivals, Travellers and Supplementary Schools Team within Manchester City Council was also highlighted as good practice within the case study area, particularly the role it had played in providing support to the different agencies working with Roma communities.

Other issues highlighted in the interviews

Issue	Example(s)
Integration and inclusion within the wider area	"Talking about integration, but it does seem that the community is so concentrated in certain places like Gorton [an area of Manchester] there is not much chance of integration really, because it's very concentrated." (UK KI 5)
Cultural issues and teenage pregnancy	"It's a very sensitive topic, because when you talk about teenage pregnancy with the young people that we've got very good relationships with, they often kind of shut down or want to avoid that conversation altogether. It's a topic that really needs to be sensitively approached." (UK KI 2) "…Definitely for girls, anyway. I think the expectation is that they do marry young and that they will have children. It's not very common for them to stay in education." (UK KI 5)
Understanding Special Educational Needs	"We had a Roma boy who was really quite special needs, but presented as a fairly normal, personable boy, but he was special needs. He had lots of global development problems. Because he could read and write his name, he was eleven. He could just about read and write his name and he could count to about twenty. The parents thought he was a genius. We couldn't explain to the parents that this boy had real special needs and he got in trouble a lot…But the parents could not get it into their heads that he had real special needs and was a very vulnerable child." (UK KI 4)
Poverty	"A big issue for Roma families is food. It's some of the survival things. What really bugs me is they are not entitled to free school meals. They come with really awful packed lunches. The Roma children want to work for food. They will clean the dining room up if they can have some food. They do it because they will get some biscuits or food at the end of it." (UK KI 4) "My experience so far is that families have more important things to worry about like being evicted or not having any money or not having basics in the house. That is their priority and the priority is not education at all." (UK KI 5)
Housing	"I've been in homes visiting with Roma, young Roma families and the privately rented accommodation. It's not very nice living conditions. There are cockroaches climbing up the walls and the house isn't big enough. Often the house isn't big enough for the amount of people that are living there." (UK KI 5) "There are perceived issues really about overcrowding. When agencies first came across Roma they were usually very shocked by the number of people living in the house…typically there will be two families in a house, a lot of children, you know very big extended families. There is usually a lot of concern about the conditions they are living in. Although, once you actually get to know the families you will see that they are very well cared for, on the whole. They are kept warm and clothed and it's a very loving, caring families. Sometimes the positives are not perceived by some agencies." (UK KI 3)

Capturing the Voice of the Roma

The What's Working project was committed to ensuring the views and perspectives of the Roma where captured adequately. The aim of the qualitative research was to assess the local context of Roma migrant families including the family situation, familial strengths, push/pull factors and barriers to education. The partners within each location conducted a number of qualitative interviews with Roma families originating from a range of different countries.

For the purposes of the What's Working project, Fundación Secretariado Gitano (FSG) built upon the information gathered in the process of elaboration of a previous study "Spanish and migrant population in Spain: Employment and social inclusion" (2012) and information provided by FSG professionals specialised in the intervention with Roma migrants (coming from different regions and backgrounds) in different regions of Spain (and who were also involved in the fieldwork undertaken for the elaboration of the study mentioned before, acting in most cases as interviewing agents).

Part of the abovementioned study, elaborated in the context of the European project "EU INCLUSIVE – data transfer and exchange of good experiences regarding the inclusion of Roma population between Romania, Bulgaria, Italy and Spain" (September 2010- September 2012), in which the Fundación Secretariado Gitano (FSG) took part.

The comparative study 'Spanish and migrant Roma population in Spain- Employment and Social Inclusion 2011' , was devoted to analysing the reality of the Roma population from Eastern European countries living in Spain. The study covered a sample of 361 interviews, one per household, in which basic information on the different members of each household was gathered, covering a total of 1,404 Roma from Eastern Europe, of which 1,028 Roma were from Romania and 376 from Bulgaria.

The UK consulted with ten families and the Netherlands due to difficulty identifying potential participants interviewed three. The country of origin of the interviewees included Romania, Czech Republic, Lithuania, Hungary, Bulgaria and the Federal People's Republic of Yugoslavia. Below is the summary of the findings of the research, which have been collectively analysed.

Push factors

The interviews highlighted a number of 'push' factors that triggered Roma families to migrate away from their country of origin:

• **Economic**
  » Poverty
  » Seeking employment (lack of full time contracts/ seasonal work)
  » Low salaries
  » Seeking improvement in the quality of life
  » Affordability to live independently/ homelessness
  » Affordability to access education (purchase of books, pencils, uniforms etc)

• **Social/ Political**
  » Insecurity and racism
  » Incidents of criminal violence
  » Corruption (particularly in health provision)
  » War

• **Health**
  » Access to specific health treatments/ cost of treatments in country of origin

Pull factors

From the interviews, it was clear that there existed a commonality in relation to the 'pull factors' drawing Roma families to the UK, Spain and the Netherlands:

• **Education is free** (In UK, associated provisions are free)

• **Social**
  » Existence of social networks (family and friends)
    The research highlighted the value of joining existing social networks as new arrivals were given support and advice on housing, labour opportunities, economic benefits etc.
  » High regard for Equality
    Interviewees perceived that the host country would have a higher level of tolerance towards the Roma than the country of origin
  » Institutional support and assistance
    Receiving support, advice and guidance from organisations often within the voluntary sector. Interviewees valued advice on access to education, employment and legal aspects.
  » Awareness of amnesty laws (Netherlands only)
  » Cleaner physical environment

• **Economic**
  » Welfare state
    Access to welfare benefits
  » Employment
    Higher salaries
    Support to access employment
  » Living conditions: adequate housing with good facilities
  » Cost of living is more affordable (food, utilities)

• **Language**
  » Ability to grasp new languages, particularly for the children and young people

Summary of families' experiences of living in the host country

From the qualitative research, it was clear that majority of interviewees perceived that the experience of living in the host country was more favourable than residing in their country of origin, with many considering living in the host country permanently. However, it is important to note that the experiences of many families, including the barriers faced when accessing universal services and opportunities such as employment, have been detrimentally affected by the current economic crisis.

The reasons for preferring the host country included:
• Access to education
• Access to healthcare
• Access to welfare
• Established friendships (including with non-Roma)
• Respected by others
• Proximity to facilities/ shops
• Anti-discrimination laws
• Employers recognising different skills
• Access to extra-curriculur activities

The reasons for experiencing difficulty in the host country included:
• Finding employment opportunities related to skills (under-employed)
• Identifying adequate accommodation
• Discrimination (posing barriers to employment in particular)
• Accessing welfare benefits

Summary of barriers to education

The participants of the research contemplated a number of barriers which hindered access and progression in education:

- **Bureaucratic procedures** (in relation to registering for a school place and documentation required e.g. medical certificates)
  » Interviewees reflected that this is exacerbated by illiteracy, language barriers, lack of knowledge regarding the system in the host country, lack of contact with the education system in the country of origin
  » Length of time to obtain school place
  » Difficulty accessing preschool provision
  » Economic resources
  » Cost of resources related to school (uniforms, books, lunch, reduction in scholarships)

- **Language**
  » Limited knowledge of the language of the curriculum
- Educational gap
  » Limited previous experience of formal education

- **Location of schools and place of residence**
  » Distance between home and school
  » Siblings in different schools

- **Lack of support/ resources to induct children**

- **High rate of mobility**

- **Aspirations**
  » For some families, there was no perceived link between education and employment. It was viewed that the barriers to employment are discrimination and prejudice and as such there is little value in attending school (The Netherlands)

- Statelessness
  » Lack of documentation hinders attainment of official diplomas or qualifications

Summary of solutions to barriers

The families interviewed observed a number of solutions that would help to overcome barriers to education:

- **Professional support to access school** (Outreach approach, bilingual workers)

- **Professionals acting as a bridge between family and school**

- **Accessibility to information and support**

- **One-to-one support for individual children within the classroom** (provided until child is at an equal level as peers)

- **Language support**
  » 'Language immersion classrooms'; 'Link classrooms'; Roma mentors providing bilingual support
  » Buddying with other children who speak the language of the curriculum

- **Parental involvement**
  » Establishing trust between parents and educational institutions

- Improving access to all universal services and opportunities (health, employment, housing, economic)

Strengths of families
- **Close family networks**

- **Ability to speak multiple languages**

- **Flexible/ adaptability to new places**

- **Religious beliefs**

- **High aspirations and hopes**

- **Good health**

Project Approach

The What's Working Project has been methodical in its approach, whilst ensuring that there has been time and opportunity for partners to reflect on the practices shared and the pilots implemented. The project has used various methods to share and capture valuable information, whilst ensuring the information gathered is disseminated to a wide audience of interested stakeholders.

The methods used for the What's Working Project are:

1. Best Practice Approaches

The approaches used by the partner organisations to engage and implement positive courses of action for the benefit of Roma children are wide ranging. To gain a comprehensive understanding of the approaches, an overview of all approaches was shared electronically. The summary of all approaches shared can be found in this section:

BHA for Equality

BHA *for equality in health and social care*

How does this programme example support the inclusion of Roma in and through education?

The Assertive Outreach Approach is a recognised method for engaging with 'hard to reach' and marginalised groups and individuals. The approach gives Outreach Workers the time and opportunity to establish trusting relationships built upon cultural understanding and awareness of family dynamics, including the specific roles of family members.

The approach requires the Outreach Worker to have a thorough understanding of past and existing barriers to engagement (such as experiences of discrimination and persecution) and have the patience and tenacity to overcome and work through such barriers.

Taking a holistic approach allows the Outreach Worker, together with the family, to assess the needs of the 'whole family', thereby increasing the responsiveness to issues that may impact on related areas e.g. children accessing school.

Working in partnership with agencies across the statutory and voluntary sectors is key to promoting the inclusion of Roma in mainstream services. Through proactive signposting and supported introductions to services, families are linked in with a wide range of services which are integral to their health and social wellbeing. Furthermore, partnership working allows the family to draw upon specialist expertise such as health or welfare specialists. Collaborative working with a range of agencies also allows the Outreach to 'broker' positive relationships between services and the family, ultimately increasing the level of inclusion. For children, this relationship brokerage has helped to improve attendance, attainment and achievement.

To improve the inclusion of Roma in education and in social or economic areas, it is necessary to propagate the knowledge and understanding of rights and responsibilities in regard to living in the UK. An outcome of the increased knowledge is the fostering of independence and empowerment.

Assertive Outreach Approach

Community Engagement with the Roma community in Manchester consists of an Assertive Outreach Approach. The approach promotes inclusion by identifying children and young people (CYP) in need of support in accessing education and other services, such as healthcare provision.

Key objectives of the approach:
- **Open referral pathways**
  » Receive referrals from a range of agencies from public and voluntary sectors.
  » Receive referrals from families/ individuals
  » Referrals can be received by telephone, fax, email and in person (details recorded using a bespoke referral form).

- **Allocation of family to Outreach Worker**
  » Experienced and qualified staff
  » Multi-lingual staff

- **Assertive Outreach**
  » Visiting families in their homes, community settings (including groups/ religious venues)
  » Establishing an effective working relationship based upon trust and honesty.

- **Use of culturally aware interpreters**

- **Initial Needs Assessment**
  » Comprehensive assessment addressing holistic needs of children and young people plus the needs of other key members of the family. Key areas covered:
  * Education (past experience, special educational needs)
  * Health (access to specific health and wellbeing needs)
  * Housing (appropriateness)
  * Welfare (economic stability - access to employment/ welfare benefits)
  » Community/ Social Wellbeing (orientation, access to social/ leisure activities).

- **Common Assessment Framework (CAF) for CYP:** identification of additional needs and the targeted/ specialist supported required to meet such needs.

- **Action Plan**
  » Developed jointly with CYP and parents/ carers.
  » Identifies methods of overcoming problems/ issues

- **Systematic case reviews**
  » In conjunction with the family, we periodically review progress
  » Supervision with the Project Coordinator assesses barriers to progress

- **Outcomes met**
  » Monitor and Evaluate
  * Performance indicators
  * CYP and parent/carer feedback on service sought

The Assertive Outreach Approach is facilitated by incorporating the following ideological approaches:

- **Early Intervention**: coordinated approach to meet holistic needs and reduce escalation to higher levels of need.
- **Strength-based**: assesses the strengths of the family and builds upon the familial structures and relationships
- **Relationship-based practice**: fostering effective relationships with families through empathy, unconditional positive regard, congruence, trust, and transparency in regard to boundaries and expectations

Community Mentor

The identification and subsequent engagement of community mentors is an integral component of the campaign to improve Roma inclusion in education. Community Mentor are employed on a self-employed basis due to the following reasons:

- Identifying areas of work on a 'needs-led basis'.

- Employment restrictions for A2 nationals prevent the employment of Romanian and Bulgarian nationals in the area of Education/ Social Care.

Key objectives of the approach:
- Identify potential community mentors (through Assertive Outreach Approach, work undertaken in schools).

- Identify and assess skills that could be utilised:
  » Language
  » Adaptability
  » Flexibility
  » Creativity
  » Responsiveness
  » Respectfulness
  » Confidence

- Support individuals to recognise their own strengths and identify aspirations, including the type of work they would like: work in schools, family support, interpretation, training provider

- Induction to BHA
  » Adherence to policies and procedures
  * Safeguarding
  * Confidentiality

* Criminal Record checks
» Expectations of mentor
» Responsibilities of BHA towards mentor
* Regular support sessions

- Implementation of the role of community mentor:
  » Brokering relationships between mentors and third parties such as schools, NGO's and Local Authority departments.
  » Providing 'In- Class support'
  » Interpretation support through Outreach

- Supervision with community mentors:
  » Assessing progress in specific work place
  » Assessing issues/ barriers to successful practice
  » Identifying training/ professional development opportunities.

How does this programme example support the inclusion of Roma in and through education?

Utilising the skills of community mentors from the Roma community has positively promoted the inclusion of Roma within education. The mentors have supported children and young people to access education, maintain attendance, access the National Curriculum and engage with enrichment activities (extra-curricular). By working alongside education professionals, the mentors have helped to foster relationships between families and third parties (mainly schools).

Children and young people have benefited from identifying individuals from their own community, increasing levels of trust in institutions as well as improving academic aspirations.

Accessing educational provision

Using the Assertive Outreach Approach, children and young people of statutory school age (5-16 years) are supported to access educational provision appropriate to their needs.

Key objectives of the approach:
• **Assertive Outreach (Home Visits)**

• **Assessment of individual needs, including learning or behavioural needs** (use of MCAF if required).

• **Identification of suitable school place**
  »Location
  »Level of support mechanisms in place (e.g. learning mentors)
  »Siblings/ other family members in attendance
  »Special Educational Needs (SEN)

• **Completion of 'In-Year Admission Form'** (most children new to Manchester arrive outside the specified timeframes for applying for a school place).
  »At least 3 preferences for schools noted
  »Reasons for requesting the school place

• **List child on Children Missing Education Report**
  » Name, student ID number, Address, Action taken, next steps

• **Check progress of application with Integrated School Admissions Team (IAT)**
  A) Allocated place at a school
  i. Speak with family and determine if happy with offer.
  ii. Contact school to arrange an admission meeting
  iii. Confirm with family the date of admission meeting and explain procedure including documents required (proof of identity)
  iv. If required, arrange language support from an interpreter/ community mentor
  v. If family need encouragement to attend admission meeting or need support in regards to location, arrange to pick up family from home and take to school
  vi. During admission meeting, support child and family in understanding school rules, responsibilities and expectations.
  vii. Finalise start date.
  viii. If required, support family with school uniform (access charitable organisations providing school uniform grants)
  ix. If required, accompany child and family to first day of school.

  B) Not allocated a school place
  i. Arrange meeting with family to discuss appealing for school place
  ii. Complete 'School Admissions Appeal form' providing reasons for appeal
  iii. Add preferences to original application form if appropriate
  iv. Wait for appeal date
  v. Attend appeal with family (making sure that an interpreter is present if required- Local Authority's duty to provide interpreter)
  vi. Await outcome of appeal

How does this programme example support the inclusion of Roma in and through education?

Through using a consistent approach stipulated by statutory bodies (School Admissions Code), families are supported through the complicated process of obtaining a school place.

For some families where accessing school is not always a priority, the Assertive Outreach Approach allows for persistent reiteration of the importance and legality of obtaining a school place and attending regularly.

Through eradicating barriers, such as obtaining a school uniform and non-entitlement of free school meals, parents feel more confident in the school system and are aware of the consequences of not taking up school places.

Community mentors has also increased parental confidence in the system, as there is an increased level of trust due to an individual from their own community supporting the child and family in a convoluted process.

"My disabled daughter couldn't go to school in Romania, but they can go to school here".
Parent from the Romanian Roma community in Manchester

Promociona
The Promociona Programme seeks to promote the educational mainstreaming of Roma students with a view to achieving higher academic standards at the end of primary education and throughout the compulsory secondary level of education and to promote continued middle and/or higher studies and vocational training.

The Promociona Programme involves participation from students, their families, schools and other social and educational professionals.

Key objectives of the approach:
• The facilitation of the transition between Primary and Compulsory Secondary Education, permanence in the educational system and advancement on to higher studies.

• The generation and enhancement of the conditions needed to achieve academic success within the Roma community and, in general, of the entire educational community through work with the different stakeholders: students, families, schools and other social agents.

Requirements for the implementation of the Promociona Programme:
• Students should be in the last two years of primary education or in compulsory secondary education.

• Students must have 80% attendance over a quarter to participate in the programme

• There must be an agreement between the student's family and the agency

• The school where the student is enrolled must commit to participate in the actions carried out through the Promociona Programme, i.e. prior consensus.

Human Resources required:
• Educational Counsellors provide individualised monitoring and tutoring of both students and their families. Close collaboration with schools and other agents involved in the educational process of the young people also takes place.

• Specialised staff are also on hand to carry out small group school support sessions (Promociona Classrooms).

How does this programme example support the inclusion of Roma in and through education?

The main actions of the Promociona Programme target Roma students and their families in the final stages of primary education (years 5 and 6) and in compulsory secondary schooling (years 7 to 10) in the areas of action. Collaboration with schools and joint work with teachers constitute another of the essential pillars of the implementation of actions.

These actions are specifically aimed at children who are in a standard school environment but who have been identified as requiring accompaniment to increase their likelihood of obtaining their compulsory education degree and to pursue post-compulsory studies.

Supporting finalisation of compulsory education is considered integral for social inclusion.

The Promociona Programme has achieved the promotion of Roma students and their transition to post-compulsory education. The Roma students that are participating in this project have become models of reference for other students.

Furthermore, the development of this project can improve the employability of the Roma community and their equal access to resources and opportunities.

The programme, throughout the intercultural approach, promotes that Roma have access to public services like any other citizen, whilst promoting the self-involvement of the families and the change of mentality to improve their educational situation in order to diminish the cases of school drop-out and to achieve higher rates of school success.

Actions aimed at the Roma Migrants from Eastern Europe

In 2006, FSG launched a pilot programme aimed specifically at the Roma Migrants arriving in Spain with the main objective being to promote their full social inclusion in Spain.

The intervention includes actions in four key areas: basic care, education, housing and employment with the aim of supporting and monitoring the social and labour inclusion of Roma community.

In coordination with other programmes of FSG (and also with other services and institutions), the actions mainly articulated around the following axes: information, advice and support in order to regularize their administrative situations and to perform the administrative procedures required; promoting the fundamental rights, especially in regards of obtaining the health card, access to health services, children´s schooling and access to subventions; promoting autonomy through, for example, literacy courses and learning of languages; awareness campaigns - especially among the professionals of social services, education and health.

How does this programme example support the inclusion of Roma in and through education?

Developing an intervention with Roma Migrants from Eastern Europe enables the development of experiences designed to favour models of "support" for their social integration and to allow a better understanding of this population and of their patterns of behaviour in relation to their social integration and employment, as well as the establishment of one working methodology tailored to their special circumstances.

Some of the main results by each area are the following:
• **Education:**
»Increased awareness of Roma parents and schools; in supporting the schooling of children and grant applications for scholarships dining;
»Cooperation with specialized educational services (e.g., Psycho-pedagogic support units) and active participation in mechanisms of coordination as monitoring the school absenteeism.

• **Housing:**
»The programme supports beneficiaries to find accommodation, visits and evaluates periodically the state of housing, help to apply for housing subsidies and advise in case of eviction.

• **Employment**
»Provision of counselling; training for social and communication skills; professional training; mediating with possible employers and help to find employment.

Acceder

The Acceder Programme takes operational action in favour of the Roma population within the multi-regional programme to combat discrimination.

Key objectives of the approach:
• To facilitate the Roma population's access to mainstream training and employment in equal terms:
»To provide Roma with professional qualifications and access to the labour market
»To raise awareness regarding prejudice and discriminatory practices affecting Roma
»To foster more active policies regarding the Roma community

Key actions of the programme:
• Individual employment itineraries
»Guidance, training and labour market integration
»Guidance, advice and monitoring: actions involve the development of an initial diagnosis and of guidance sessions, the establishment of individual employment itineraries and the monitoring of the different phases.
»Establishing a specific work methodology tailored to their particular circumstances, which takes into account the individual and group diagnosis of this population, starting with the development of information and advice actions.
»Integrated personal itineraries for social and labour market integration of Roma immigrants, through individual action plans tailored to meet their needs and characteristics, and according to their personal, familiar, social and labour market situation, through actions on: guidance, language training, literacy teaching, training, including support measures and, where appropriate, social care measures.

Human Resources required:
• Coordinator: Reference person of the program at the local level

• Mediators provide information on training resources, monitoring and family mediation

• Intermediators: Search for job offers, labour market intermediation, promotion of cooperation with companies

• Counsellors/ Advisors: Design of individualized itineraries for participants, Development of actions (labour information, job search, guidance, social skills), refer to other resources or services, monitoring.

How does this programme example support the inclusion of Roma in and through education?

The Acceder programme has been widely recognised as an example of good practice both in Spain and has been highly appraised by partners within the (European Commission, European Parliament, and the Council of Europe)

The approach of this programme was innovative since it focused on promoting employment opportunities through labour contracts and not through traditional economic activities of the Roma. Salaried employment is considered to be the gateway to social inclusion.

Key results of the programme include:
• More than 69,000 beneficiaries

• More than 46,000 labour contracts (1/3 first labour experiences)

• 70% Roma access.

• Equal gender balance (specific actions developed)

• Self-employment: setting up of more than 120 businesses.

• Setting up of 5 social enterprises and supervised employment projects.

• More than 20, 000 people accessing to training.
•
• United Nation Habitat Awards (2004 and 2006)

• Change of mentality in Roma beneficiaries, administrations, employers and society as a whole.

• Increased access to mainstream services

• Collaboration of administrations and enterprises

• Impact of complementary actions

• Social-awareness raising campaigns.

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How does this programme example support the inclusion of Roma in and through education?

• Over the 2 years this work has been carried out, an average of 10 or 12 Roma families have attended each session, equating to 25 children.

• Families from other communities have also attended which has helped to promote community cohesion between local residents.

• Initially the parents who attended the sessions did not sit with the children preferring to stay together as a group away from the play bus. However, having seen other parents participating, Roma parents have begun to sit on the play mats with their children taking an active part in the session. This has enabled the Early Years practitioners to model best practice to support learning through play.

Early Years Outreach

In the UK, children start formal education in the term of their 5th birthday. There is Government funding for all 3 year olds to attend early year's provision for 15 hours a week. This is taken up by the majority of families. However certain groups, including European Roma, are very unlikely to take this up. Non- engagement with formal learning opportunities within an early years setting can increase the difficulty of children settling into mainstream schools as children may not have experienced the use of books, ICT, toys, co-operative play, sharing, mixing with children or adults from outside their family.

Key objectives of the approach:
• INA/T/SS Team has knowledge of where vulnerable families and communities are living and experience of how to engage with Roma.

• INA/T/SS Team has experience over many years of outreach to GRT families with EY children, including taking a play bus out to homes and Traveller sites.

• The aim is that this is a first step towards accessing the mainstream provision to which they are entitled.

• A key aspect is partnership with Children's Centres who may not be confident to reach these families and where families may not be aware of the centres or feel that they are not for them.

• The team allocates 3 hours per week of an experienced EY Practitioner and a Roma Mentor. They promote the session to the families and work with the Children's Centres Outreach staff to run a weekly 'Play and Stay' session using the play bus in the local park.

• The play bus is a non-static resource that can be used in diverse locations to increase participating in early years provision.

• The aim is for the children to enjoy and participate in a regular session and to encourage their parents to see play as a learning experience.

• Information is shared with other agencies e.g. ESOL providers and health professionals and is fed into the LA database, which supports planning for the number of school places required in future years. Information can only be gained from parents where trust has been built up between the professionals. A barrier for many Roma parents is the usual process of having to complete a form before being able to access services. Getting to know the families in a more informal setting is a first step towards this.

The Roma Mentor Model

The evolution of the mentor role has been based upon the values of trust, respect and equality. By working with mentors, the relationship between the family/ community and professional has been enhanced.

The role model supported:
• Children and parents to see a link between home and school life.

• Schools to see positive role models from the community and promote high expectations from all of the school staff

• Mutual understanding between home and school

As schools began to give positive feedback about the work of the mentor/role models a job description started to evolve:

• Supporting pupils to engage and stay on task.

• Supporting pupils to understand the rules and routines and expectation of school.

• Supporting staff to understand how the pupil is responding and what flexible approaches could be used.

• Supporting school and parents to communicate effectively and understand expectations.

• Supporting school staff to build better relationships and more confidence when speaking to Roma parents.

• Supporting schools and other professionals to understand the Romani community and develop appropriate provision and effective resources.

Human Resources required:
The role of the Education Development Officer (EDO) has been instrumental to the success of the mentors in school. Having a link person who knows both school and the mentor has allowed schools to access the right person for the needs of the school and has allowed members of the community who are perfect role models for the young people but have not had an education themselves to have the support they need to do a job which could not be done in such a way by anyone else. It has allowed schools more flexibility than employing their own staff and prevented inappropriate 'power' being given to just one member of the community. In this way the economic opportunities and skills have been spread across a wider section of the community.

"My happiness is to see my child succeed. I am proud of my daughter's achievements in school".
Parent from the Romanian Roma community in Manchester

How does this programme example support the inclusion of Roma in and through education?

The Educational Development Officer contributed to the effectiveness of the project by:

• Getting to know the mentor's strengths and support needs.

• Knowledge of school staff and procedures and therefore challenges which may be faced and how to overcome.

• Working with schools to identify appropriate areas of support (individual children, support to raise awareness or part of school network action plan)

• Organising initial meetings with school, EDO and mentor to ensure that school understands that the Role Model has different skills to a Teaching Assistant and therefore expectations are appropriate and effective.

• Regular communication with mentor and follow-up with school staff, leading to mutual understanding and development of school and mentor role.

Due to the role of the mentors and the support in place to support their work, there has been a significant impact on behaviour of pupils due to:

• A trusted individual from within the community being present in the classroom

• The ability to bring the Romani language into the classroom

• Ability to support parents to understand and engage with systems, including passing on knowledge about school rules and routines.

School Learning Networks Approach

The Learning Network is highly responsive to the needs and capacity of the schools involved, who are fully active in learning and the sharing of knowledge.

Manchester City Council works closely with schools and has good knowledge of the ethnicity of the children who attend different schools and the expertise within school to deal with challenges as well as promote the strengths presented to them by different expectations.

Key objectives of the approach:
• To explore the strengths and challenges faced by schools as a result of their newly arrived European Roma Children

• To share existing good practice

• To work in partnership with The Network Lead to trial and develop new approaches to be shared across The Network and wider

This is achieved through:
• Attendance at 6 network meetings over a year period and flexibility of sharing the learning if school could not attend

• Undertaking work in school to raise staff expertise across the whole school

Network Outline:
• Network co-ordinator meet with head teacher to discuss fully the needs of the school and to ensure progress on the network is in line with other developments in the school (use of the 'Self Evaluation Framework')

• Network Representatives meet to discuss context and needs of schools and prioritise activities

• Support from network coordinator to gather base line data (attainment and attendance)

• Support from network coordinator to draw up action plans

• Reporting on and adapting action plans is the main feature of each network meeting.

• End of year report on new data and celebration of outcomes.

How does this programme example support the inclusion of Roma in and through education?

Schools have acknowledged the importance of the National Strategies and their 6 Constructive Conditions: Respect, High Expectations, Safety and Trust, Partnerships, Access and Inclusion, Flexibility. Schools have ensured that all approaches use the Constructive Conditions as a structure for reflection on the school response and to support the development of strategy.

The impact of the School Learning Network is as follows:
• All schools now have a confident specialist:-
 »All schools are using a range of strategies to settle children and engage parents
 »Many teachers have been empowered to use effective classroom strategies
 »Some schools have well developed whole school writing strategies which take into account Romani learning styles

• All schools have implemented strategies which have improved attendance:
 »54% of children have improved attendance since starting school
 »82% of children are currently attending over 80%
 »51% of children have attendance over 93%

• All schools have a majority of children with improved attainment in writing:
 »All children started school on Step 1 of Language in Common/ NASSEA English assessment. Most children had no spoken English and could not hold a pencil.
 »77% of Romani children in school have now progressed to a National Curriculum Level
 »The remaining 33% either have Special Educational Needs (SEN) or did not attend for the full duration of the network (not because of poor attendance, but because they arrived during the year)

School Improvement Approaches and Activities

The School Network Approach is comprised of key components that can be used in collaboration with one another or as independent approaches.

Leadership and Management
Working alongside the management teams within schools has improved the impact of our work and strengthened relationships between statutory agencies and schools. Whole school engagement has been realised by assessing initial and prevalent needs. Assessment was performed through observation and feedback from teachers and through gathering and interpreting data. With access to this data, schools were in a position to assess:

• **Attendance** - schools employed pro-active approaches to improve attendance, such as paying for breakfast club and conducting home visits

• **Assessment and Attainment** - schools monitored attainment levels and reflected on the appropriateness of current assessment methods. A tool to track early progress for children with limited experience of education was developed.

• **Participation** - schools looked at participation in out-of-school activities and clubs and employed pro-active/ flexible approaches to increase participation.

• **Whole school training/ awareness-raising** - some schools decided to raise the profile of Romani children through various approaches such as staff training or knowledge sharing. Examples included:
»Romani Culture Story Book - the process of producing a book ensured that pupils and teachers thought about Romani as a specific group in school.
»Romani culture and language visual display
»History and Culture Day - activities featuring artists and speakers were organised to demonstrate Romani History.
»Language Day: languages used in the school, including Romani, were celebrated during a whole day of activities. Parents and speakers were invited to participate.

• **Children's Voice/ Listening and Reflecting**: schools used innovative platforms to gather feedback directly from pupils. Methods included involving pupils in developing the school induction process and holding assemblies where Romani pupils could showcase their talents.

• **Whole school responsibility**: schools ensured that support was available for teachers when organising activities that would support the Romani pupils.

Learning and Teaching
The School Network Approaches considered areas of improvement for classroom practice. Areas were highlighted by listening to and observing pupils' behaviour, trialling strategies and making changes as appropriate. Teachers reported the following approaches to be most effective:

• **Classroom Strategy Training** - each strategy could be trialled individually or the Staff Training (available with notes as part of the guidance book) could be trialled.

• **Romani Resource Boxes** - a collection of resources and ideas for use in classrooms and school libraries to support reinforce awareness raising

• **Phonics approach using Romani culture** - schools used existing resources and adapted them to engage with Romani pupils.

• **Digital Story Telling/ Pi Corbett** - schools trialled writing strategies using verbal communication as a key starting point for writing.

• **Speaking and Listening Groups** - flexibility was fostered within the classroom to encourage speaking and listening groups.

• **Starting with the Child** - in cases where engagement proved difficult, teachers used the pupils' interests as entry points to the curriculum.

Engagement with parents, carers and the wider community
Engagement with parents is a fundamental requirement of schools in the UK. Parents are expected to invest in the learning that takes place in school, in order to grasp all the learning opportunities available. Schools used different approaches to build and strengthen the relationship between home and school Examples of Engagement strategies used include:

• Proactive support to understand and increase engagement with school systems including attendance at Parents' Evening, ensuring payment of dinner money and school uniform policy

• By utilising a proactive and inclusive approach, schools discovered the viewpoints of parents regarding the school and through encouraging parental voice; schools were able to understand how the relationship between home and school could be improved. Schools used photograph displays to raise the Romani profile and trust amongst other local communities. Positive outcomes from the Parents' Voice scheme included the instigation of English classes for parents and texting parents the day before school starts.

• **Work-based Learning for 15-16 year olds** - schools collaborated with a local high school to provide work experience opportunities for newly arrived Roma pupils who may have not had the opportunity to engage in this obligatory process due to language barriers.

• **Achievement Event** - schools nominated pupils for recognition at a Gypsy Roma Traveller Achievement event organised by the INA/T/SS Team. This event was subsequently emulated at smaller events held within schools.

How does this programme example support the inclusion of Roma in and through education?

As a result of the strategies, schools and teachers have reported:
• A better understanding and ability to problem solve amongst staff

• Higher levels of engagement with children, leading to improved levels of progression

• An increase in the pupils' happiness and pride

• Closer relationships with parents and improved two- way communication

• Improved attendance and attainment

Centre for Roma children and secondary education
(Approach used by Stimulans Welzijn in Veldhoven)

The Centre provides guidance to young people (between the ages of 12 and 18) from the local Roma community who experience difficulties attending school or finding employment or an internship. It supports the children by giving counsel to both them and their parents For example, providing guidance on how parents can best support children when undertaking homework. The Centre aims to increase parental involvement with educational institutions.

The centre maintains a close relationship with schools and teachers in order to raise awareness of Romani culture and customs. The centre aims to build bridges between school attendance officers, teachers and Roma children and their parents.

The Centre's ultimate goal is promote the value of education.
Key objectives of the approach:
• Registration for school places.
• Homework assistance - access to ICT and other education-orientated materials.
• Weekly home visits to parents providing updates on educational progress and offering the opportunity to answer relating to education.
• Identify and resolve problems relating to the educational achievement of individual children.
• Offer information and advice to parents whose children will be transferring from primary to secondary education

How does this programme example support the inclusion of Roma in and through education?

The community approach used by the Centre is characterised by a strong network with a range of professionals including school guidance counselors, teachers, school attendance officers, job coaches and social workers.

The Centre has successful increased the level of parental involvement in school life leading to improved outcomes for children within the classroom.

There has been a marked improvement of school attendance, as well as increase in participation of Roma children in extra-curricular activities.

Relationships between young people and their counsecllors have allowed for discussions on previously 'taboo' subjects to take place, e.g. discussions on sexuality or menstruation.

How does this programme example support the inclusion of Roma in and through education?

The establishment and maintenance of relationships between families and counsellors have resulted in an increase in school attendance, particularly of those children attending primary education.

Initial goals and consequent results differ from region to region. In Utrecht, educational counsellors have guided Roma children towards pre-school education and towards the neighbourhood welfare system. Counsellors provide advice and guidance to employees of neighbourhood welfare organisations on how to work with Roma families. In Utrecht a short film has been made to help families decide if they should send their children to pre-school. In this film a Roma family is interviewed at home. Also, a flowchart has been drawn in which the responsibilities of all local partners concerning guiding Roma children towards preschool have been mapped.

Educational counsellors working in close collaboration with school attendance officers

In several municipalities, educational counsellors work together with school attendance officers to increase school attendance of Roma children. The main purpose is a bridging function between Roma families, schools, educational counsellors and school attendance officers.

Key objectives of the approach:
• Contacting Roma parents and families
• Stimulating Roma students (and their parents) maintain school attendance
• Offering support to families when choosing a school for their children
• Motivating parents to send children to school
• Informing school staff on possible difficulties a child might have concerning school or learning
• Mediating in case of a conflict between family members and school staff

2. Study visits to explore best practice approaches
The study visits provided the opportunity for partners to understand more about the practices used in each respective locality, enabling all partners to comprehend the various contextual factors and barriers to implementing approaches. Moreover, the host partners were provided with the opportunity to expand the descriptions of the approaches and also how they relate to other practices used within the organisation or in conjunction with external partners. The study visits allowed for the host to elaborate on other approaches that had not been previously highlighted. Some of these approaches were subsequently trialled. The ensuing discussions throughout the study visits allowed for thorough exploration of how approaches can be implemented in different contexts and the resources required for the piloting phase, as well as longer-term sustainability. Critical reflection also allowed partners to hypothesise on the barriers to implementation, due to a multitude of factors such as the level of partnerships in each locality, human resources and the existing foundations in the organisation or locality that would facilitate a pilot. Understanding the approaches shared from an historical and political perspective, allowed partners to continue with the thinking process beyond the study visits. The ensuing thought processes allowed partners to reflect on the differences between each country, including the disparity between social and educational policies. Reflecting on the historical background of Roma in each country also allowed for a greater understanding of the stage in which partners are up to in implementing effective and successful practices and allowed for understanding of why it would be difficult to pilot a complete approach of one another's practice, rather than an element.

Fundación Secretariado Gitano, Madrid
19th- 20th September 2012

The study visit to Madrid entailed a detailed description of the key programmes implemented by the FSG including Acceder (training and employment programme) and Promociona (education). Through comprehensive presentations, the partnerships obtained in-depth knowledge of the implementation strategies used by the FSG and the outcomes achieved through such strategies.

A visit to a segregated neighbourhood, Cañada Real Galiana, allowed partners to contextualise part of the work of the FSG, particularly in relation to pre-school provision and supporting children to become 'school ready' in segregated contexts. The effects of economic and social isolation impede the integration of Roma children into education. The FSG depicted the work of the Outreach Workers in ensuring children, many of whom have recently arrived from Romania, are registered with a school. The outreach workers also provide play activities on a weekly basis with children who are too young for school or those without school places.

The partners also visited a local school supporting children with special educational needs. The school Ponce de León is a special school working with deaf children and hearing impaired pupils alongside some children without special educational needs. It combines three types of educational activities/centres within the school: a vocational training centre, a secondary school and a shelter employment centre. The pedagogical methodology is innovative and is an example of integration children with different needs: deaf or with other disabilities, with a special focus on disadvantaged groups such as Roma. The curriculum approach is seen to be advantage to pupils who do not have a disability and it is therefore a popular school with an intake which is largely special educational needs but also a number of children who do not have disabilities.

The implementation of the FSG's key projects, are supported by creative media campaigns. The campaigns successfully raise awareness of Roma in Spain and actively encourage participation from the Roma community. The 'When I grow up I want to be…' initiative encourages Roma families to value education and stresses the responsibility of public institutions. Using the medium of photography, young people were encouraged to voice their dreams with the FSG promoting the value of education in order to achieve ones dream. The involvement of the Roma families has been a key for success.

BHA for Equality and Manchester City Council, Manchester
8th- 9th October 2012

The study visit provided the opportunity for BHA for Equality and Manchester City Council to depict the value and strength of partnership working within the statutory and voluntary sectors. The implementation of approaches in Manchester to support the integration of Roma in education have been a joint venture with valuable results.

BHA for Equality and Manchester City Council presented the Mancunian context at the beginning of the study visit, providing an overview of policies influencing practice (Race Relations and Equalities Acts, Every Child Matters Agenda), changes in patterns of migration and the resources available to implement interventions of benefit to Roma.

BHA for Equality led on discussions related to the Assertive Outreach Approach, highlighting the methods used to engage with Roma families and outlining the various assessment tools used to determine needs. BHA also reflected on the strategies used to ensure access to school through the use of statutory forms and processes, including those to protect children at risk of dropping out of school. BHA also provided insight into the role of Community Mentors whose skills; strengths and expertise are utilised to support and induct children and young people in education.

Manchester City Council provided insight into the approach used to increase participation and inclusion of Roma children in Early Years provision. The overview outlined the support provided to Roma children to develop skills to reach their educational potential. Through working in partnership with an early years' provider 'Sure Start', the team provides play activities from a mobile bus, using outreach to encourage parents to attend with their children.

The Network of Schools approach was depicted through attending various schools to understand their perspectives of how the Network had been useful for them. Partners had the opportunity to learn more about the British education system and the support that is existent for all newly arrived children and how this basis is fundamental to the success of approaches used when supporting Roma children in the education system.

The Manchester partners arranged for FSG and Pharos to visit Roma families to capture their perspectives on what approaches have worked to positively support Roma in school. The opportunity to speak with young people and their families validated the success of approaches used in Manchester and offered comparisons with young people's experiences of education and other services in their home country.

"Thanks for the invitation for the conference. It was useful and pleasant to have been there. Good to have seen some examples from different countries that may have importance for the Dutch situation. The good news is that I have sent a notice direct to the Minister and that it had been published in our digital news brief "Weekly Messages".
Attendee, Utrecht

Pharos, Utrecht
25 - 26th October 2012

The first day provided an opportunity for the visiting organisations to demonstrate their own working models and share their experiences to a wider cohort of partners. Approximately 25 professionals from across the Netherlands attended the one-day conference, allowing for individuals to think about the models of FSG and partners in Manchester and how such models could be adapted to the Dutch context.

The second day focussed on the promotion of Roma equality in the Netherlands, featuring presentations from experts in Romani culture and from researchers. The consensus was that, although communication with government has improved over recent years, many issues still remain in terms of how the Roma are viewed and treated; inveterate discrimination and exclusion from the labour market has stunted the potential for consequential relationship building. Pharos reflected that in terms of education, there has been a marked improvement, particularly in primary schools in recent years. It was believed that recruiting young and ambitious Romani to serve as role models for pupils could advance access to education and employment. Truancy of Roma girls was considered an immediate concern, with many failing to finish their educations. Suggestions for combatting this included the provision of lessons on Roma heritage and the propagation of education and literacy for the parents.

Photography: Akhiel Mahabier

3. Piloting phase

Following the study visits, all partners adopted elements of approaches that had been previously shared. The transfers of such elements to new contexts provided the opportunity for partners to trial and reflect on innovative and creative approaches. A summary of the pilots have been outlined below:

Assertive Outreach- Assessment Tools

Piloted by: Fundación Secretariado Gitano

Developed by: BHA for Equality

Summary of Approach: Using the Assertive Outreach Approach, children and young people of statutory school age (5-16 years) are supported to access educational provision appropriate to their needs.

Resources/ tools supporting approach:
- Initial Assessment Form (hyperlink)
- Manchester Common Assessment Framework (MCAF) (Hyperlink)
- Case closure form

Resources used in pilot:
- Human resources for the development of the initiative-built upon FSG expertise and network of experts direct intervention with Roma migrants

How was approach adapted to the different context? Analysis of the tools occurred to determine the usefulness in improving the intervention processes used at FSG and how the tools can be integrated into current systems.

The analysis included:
- A review of the tools currently used by FSG in relation with intervention, notably with Roma migrants
- An initial identification of areas for improvement of these tools
- An analysis of the tools used in Manchester with a view to analysing whether any of these tools or the elements included in them could serve to complement and improve FSG interventions

There are no specific tools used by FSG for Roma migrant population at central level. FSG reflected that whilst there is no need to create new tools within FSG, it would be useful to make some modifications to the existing tools in order to include additional criteria which allow gathering information relevant for migrant Roma in a more systematic and organized way.

FSG reflected that the tools used in Manchester cover a wide variety of areas in a single document, providing a global overview of the needs of the service user, particularly when used with a family. The forms use a holistic model of assessment, covering all aspects related to the family and prove particularly valuable when working with multidisciplinary professionals. Obtaining such detailed information is time-consuming and if this information is not used in conjunction with an intervention it may not be worth trying to obtain it. In addition, it is necessary to count on teams that include professionals which know the different fields covered and can help implement the action points.

The pilot aims to improve the methods and tools used by FSG in its intervention processes, with a particular focus in the education area. Therefore we expect it will contribute to improving the educational situation of Roma children.

Results* The pilot aims to improve the methods and tools used by FSG in its intervention processes, with a particular focus in the education area. Therefore we expect it will contribute to improving the educational situation of Roma children.

> *** How has the approach improved the integration of Roma in and through education?**
> 1. Improved attendance of Roma pupils in education
> 2. Improved knowledge and confidence of partner organizations
> 3. Development of joint approaches to common

Reflections (e.g. does the approach suit contexts/ communities/ barriers to implementation) In general terms, participants had the impression that these tools would be most suitable for interventions which are shorter term and more general and integral (targeting the whole family) and may be less for longer-term and more individualised interventions. Participants analysed which elements of these tools could be relevant to integrate in FSG intervention tools. It was agreed it would be useful that FSG tools include information on:

- The migration process (country of origin, country of destination, date of departure from the country of origin, date of arrival, etc).
- Official documents (whether they have documents such as the health card, passport, the number of identification for foreigners, etc.)
- Mother tongue and language skills (written, oral)
- Actors involved in the intervention process and services that work with a family
- Specific objectives and indicators for evaluation
- A genogram of the family

Following a general analysis, participants analysed the specific tools used in the context of the Promociona programme and identified specific areas of improvement of these tools. FSG considered the barriers to implementation:
- Difficulty in obtaining information from stakeholders e.g. data related to specific ethnic groups
- The length and complexity of the forms.
- Adaptability of electronic databases to process the data (Human and financial implications)

Future steps
- On-going consultation with professionals working with migrant Roma.
- Further assessment of the feasibility of adapting tools within the Spanish context
- Informal adoption of the tools within FSG services.

Roma Heritage

Piloted by:	Pharos
Developed by:	BHA for Equality
Summary of Approach:	Long Roads is an educational resource to support educators in teaching young people about the heritage of the Romani people. The activities are most suitable for young people at Key Stages 3 & 4 (ages 11-16 years), although some of the activities may be useful when working with younger children.

By the end of the activities, young people should have:
• A greater understanding of the origins of the Romani people
• Enhanced knowledge of key elements of Romani history
• A greater understanding of the discrimination and persecution that the Romani people have experienced
• A greater empathy towards the Romani people and be able to challenge negative stereotypes and perceptions
• More awareness of their own heritage and cultural traditions and how they compare and contrast to other groups

Resources/ tools supporting approach:
The pack is divided into 5 core areas each represented by an hour long lesson plan. The subject areas are: 'Cultural Traditions', 'Flag and Anthem', 'Origins', 'Slavery' and 'The Holocaust'.

• Each theme consists of educational activities, which give young people the opportunity to explore specific topics.
• The educator will be able to follow a lesson plan with key objectives and activities explained in a simple format.
• Each theme includes Teachers notes that give information on the various topics as well as guidance on further reading if required.

Resources used in pilot:
• Long Roads was translated into Dutch and disseminated to a number of educational institutions

How was approach adapted to the different context?
Pharos undertook a review of the pack with a number of educational institutions. This included:
• Assessing whether the pack would fit into the Dutch curriculum
• Assessing student feedback
• Suggestions for adjustment to the Dutch context

Results*
Whilst the piloting of the Long Roads Teaching Pack has not improved attendance in education within the scope of this project, there is potential for it do so. Recent research in the Netherlands has also asserted that intercultural educational materials are needed to improve the integration of Roma children. Consultation regarding the rationale of introducing a Roma-specific resource into the classroom is integral to ensuring that all teaching staff are fully abreast of the historical context in which Roma exist and understand the reasons for barriers to mainstream services such as education.

The sharing of Long Roads and the subsequent consultation provided Pharos with the opportunity to improve the knowledge and confidence of teachers when working with Roma. Providing such a useful resource will support teachers to broach potentially difficult subjects and encourage wide discussion within the classroom.

Pharos will continue to work with schools to implement the approach of sharing lesson plans and idea, whilst adapting the pack to suit Dutch schools.

Reflections (e.g. does the approach suit contexts/ communities/ barriers to implementation)
The transfer of Long Roads to Dutch schools received affirmative feedback, with teachers stating that the pack proved to be accessible and objective. Furthermore, staff observed that the pack was a useful tool to encourage positive discussion regarding the Roma. According to staff, Long Roads is an excellent tool to help Roma pupils feel valued as well as challenging the stereotypical ideas that other non-Roma pupils may hold.

A key reflection included that there is currently limited teaching resources available in the Netherlands that actively promote Roma heritage and culture whilst challenging discrimination.

Teaching professionals agreed that Long Roads could be used within both primary and secondary education, with many of the core areas of the pack supplementing the national curriculum, such as slavery and the Holocaust.

Future steps
The translation of such a pack and adoption within Dutch schools is beyond the scope of the What's Working Project. However, Pharos is keen to continue working in partnership with schools to develop the pack in reference to the feedback received. Pharos is currently reviewing funding opportunities to develop and disseminate within the Dutch education system.

School Induction Protocol

Piloted by: Pharos

Developed by: Manchester City Council

Summary of Approach: Manchester City Council initiated and supported a network of schools focussed on improving educational attainment levels of Roma children. The Network built on expertise developed in a previous network. The Roma Network viewed good practice with all new arrivals including a thorough admission and induction process to be an essential basis for the development of expertise with Roma children. All schools on the network had highly developed admissions and induction protocols. The schools used the network to further develop the process to ensure that it was the most effective for Roma children. The existing admissions and induction process set out to ensure that from the moment a child starts school, all the information related to the child's background including prior schooling and school reports, where possible, family make up and any issues which may impact on the child's learning. This is followed up by discussions with the child and family related to the child's interests and learning styles. With this information schools are able to plan any additional support that may be needed by the newly arrived child as quickly as possible. All of the schools on the Network used an admission and induction process that included the elements described in the Admission and Induction Protocol Pack. The intention is that schools will use the ideas to strengthen what is already in place.

The induction pack has been established for all newly arrived children including asylum seekers, refugees and Roma pupils.

Resources/ tools supporting approach: **The Admissions and Induction Protocol pack contains the following documents:**
1. Guidance on Admission of New Arrivals form Overseas
2. Admission form
3. Induction programme for children who do not speak language of resident country
4. The Pupil Form (About me)
5. Feedback Sheet
6. Summative Evaluation of the Induction Programme
7. End of Induction Review
8. Initial Outcomes for Children who have limited experience of formal education

Resources used in pilot: Consultation with the educational institutions that have a significant cohort of newly arrived pupils including schools with many Roma pupils:
• Kameleon Primary school, Rotterdam
• Internationale Taalklas Haarlem (taalklas means language class)
• "De Achtsprong" Primary education, Amsterdam
• KPC Group, (National Education Support organisation)

How was approach adapted to the different context? Pharos undertook a consultation with teaching staff from primary and secondary schools to gain insights into the viability of introducing the pack into local schools.

Feedback of the pack related to the capacity of schools to adopt such an extensive form and the resources required to implement the approach (e.g. interpreters).
Positive feedback of the protocol included:
• Child- centred
• Useful for gathering social-emotional data
• Values the past experience of the child related to informal and formal opportunities of learning
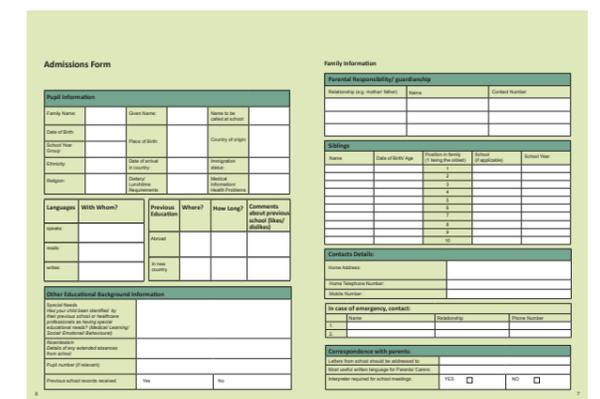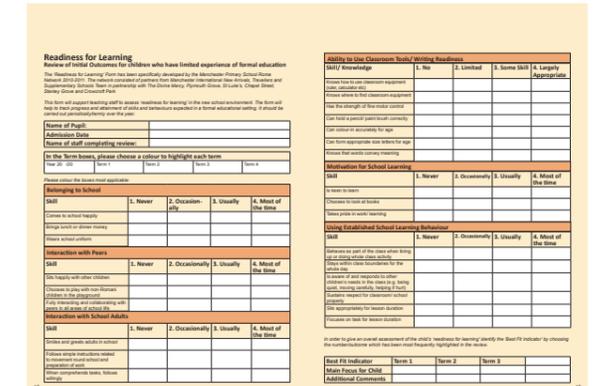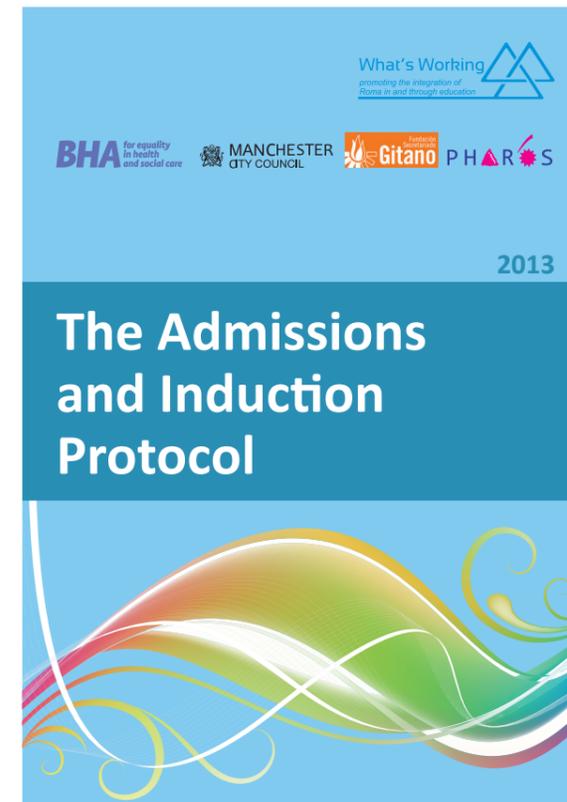
Results* The consultation related to the transfer of the Admissions Induction Protocol did not have a direct impact on current attendance levels of Roma children. However, teaching staff recognised its value in identifying the needs of newly arrived Roma children, particularly valuing the voice of the child and also encouraging parents to engage in school life.

Reflections (e.g. does the approach suit contexts/ communities/ barriers to implementation) Teaching staff reflected that the form could be adapted to include important information relating to the routine of children as well as the social relationships existent within the community.

For many of the schools consulted with, the form was deemed to be too extensive to fully embed due to the length and the time it may require to complete (however there is no stipulation that the form be completed in one session).

Reflections also centred on the reality that within the Dutch system, specific work targeting particular communities is not promoted and as such, implementing the Admissions Induction Protocol specifically for Roma children may prove problematic.

Future steps Pharos to conduct a workshop for the National Education Support Organisation- LOWAN, to disseminate this protocol further and seek ways in which to develop within the Dutch context. Cooperating with LOWAN for many years the package will find its way in the curriculum for new arrivals schools with and without Roma children.

Network of Schools

Piloted by: Fundación Secretariado Gitano

Developed by: Manchester City Council

Summary of Approach: The Roma Learning Network was highly responsive to the needs and capacity of the schools involved, with representatives being active in learning and sharing strategies and ideas; both between schools and across their own school.

The Network was led by a co-ordinator from the International New Arrivals, Travellers and Supplementary Schools Team that is part of Manchester City Councils Education Department. The knowledge of the family background and ethnicity of the child in the schools and the levels of staff expertise and organisational structure within the schools supported the Network co-coordinator to work effectively with the schools to develop practice.

The network model includes:
• Attendance at 6 network meetings over a year period
• Undertaking work in school to raise staff expertise across the whole school
• Flexibility and maintaining school commitment through:
  » Keeping updated via minutes and regular email
  » Invite other school staff to specific meetings or hold meeting at that school
  » Encourage school visits to schools within the network

Network Outline:
• Network co-ordinator meets with head teacher to discuss fully the needs of the school and to ensure progress on the network is in line with other developments in the school (use of the 'Self Evaluation Framework')
• Network Representatives meet to discuss context and needs of schools and prioritise activities
• Support from network coordinator to gather base line data (attainment and attendance)
• Support from network coordinator to draw up action plans
• Reporting on and adapting action plans is the main feature of each network meeting.
• Developing resources and strategies to be used in other schools
• End of year report on new data and celebration of outcomes including improved attainment/ attendance and professional practice.

Resources used in pilot: • Use of human resources, notably FSG professionals working in the field of education. They included professionals at the level of coordination and at the level of intervention (working in different education centres in which the FSG is involved, notably in the context of the Promociona Programme)

How was approach adapted to the different context? The pilot focused on an initial analysis and reflection on the potential setting up of such a network in the context of Madrid.

To this end, an internal consultation and reflection process was undertaken to assess:
• If this initiative could bring an added value to the intervention that is currently undertaken in Madrid and it could be of interest for education centres
• If this is the case, whether it would be feasible to implement it: adaptability to the Madrid context, what challenges it would face and possible solutions, key elements to be taken into account.
• Next steps, if any. It is important to note that in the reflection process we considered Roma children in general, not only Roma migrant Roma.

Results* The implementation of such a Network would contribute to improving attendance of Roma pupils in education

Reflections (e.g. does the approach suit contexts/ communities/ barriers to implementation) There seems to be a common agreement that that this would be an interesting initiative that would help improve the intervention that there is currently taking place in Madrid. Although the situation varies in each area, there is demand from a number of education centre/schools to obtain further guidance and support in relation to the integration of Roma children in the school system.

In this context, we consider that a Network of schools, promoting the exchange of knowledge and expertise through the development of actions by the schools as well as affiliated organizations could be useful. Initiating such a network would give the possibility to innovate and try out new methods including a tool such as the Self Evaluation Framework (SEF). The framework in Madrid differs significantly from the one in Manchester, notably in terms of the institutional framework and resources available for the intervention with Roma children. Therefore the initiative could be implemented in the context of Madrid but with certain adaptations. For example, it may be difficult that this initiative is led and coordinated by the public authorities due to the availability of resources (human and financial) to undertake such an initiative, particularly in the current context of crisis. Reference also needs to be paid to the specific circumstances of local education centres in Madrid.

Other barriers to implementation include:
• Financial limitations (national, regional and local level)
• Time restraints (increased levels of need facing marginalised groups, leading to increased workload with less financial resources available).
• Managerial input- difficulty in convincing or engaging with managers at a senior level to implement such a network.
• The breadth of contextual difference between educational institutions may deem it difficult to implement a network with objectives that address the varying needs of all. A solution to such difference could be developing networks based upon commonality or creating sub-groups.

Future steps FSG considers that it would be interesting to set up such a Network in Madrid However, considering the current economic situation in Spain, this could be a long-term process, which, even if considered relevant, may take a long time to become a reality.

Proposed steps to implement a network are as follows:
1. An informal consultation process will be started with the schools with which we are working to:
• present the idea of creating a network of schools to them
• determine willingness and capacity of schools
2. Consider the financial aspects of establishing the Network.
3. Collaborate with relevant public authorities

FSG in the first instance, will focus on schools currently involved in the Promociona programme. Evaluating this approach will determine how the Network can be extended to other schools/ profile of students.

Key considerations for implementation include:
• Involvement from the public administration, Madrid.
• Flexibility to adapt to the needs and availability of each school.
• Financial and human resources required o implement such action
• The Network could include different lines of action: 1) exchange of knowledge and expertise between members; 2) support to individual schools for the development of specific actions; 3) organisations of common activities targeting all schools involved (e.g. training sessions for teachers, meetings between students).

Promociona - Transition and Attendance

Piloted by:	BHA for Equality
Developed by:	Fundación Secretariado Gitano
Summary of Approach:	The aim of the Promociona programme is to encourage Roma students to complete Transition from primary to high school. Early drop out and lack of transition to high school is an issue in all three countries, affecting boys and girls, however it appears to affect girls disproportionately.
Resources used in pilot:	• Using the assertive outreach model, staff visited 53 families to complete application forms. • Short questionnaires were also completed which reviewed parents experience of the application process and to highlight the barriers to accessing high school provision and what steps needs to be taken to improve the process. • Staff also supported young people and parents to visit local high schools to support transition. • Staff involved included young people from the Roma community who had recently left the education systems and could act as role models • Also worked in partnership with local high schools to produce a resource to explain the transition process
How was approach adapted to the different context?	• To support the pilot, we employed a small cohort of young people from the Roma community (using the example of the Acceder Programme - FSG). The young people were given the opportunity to: » Shadow staff in the role of Outreach Workers » Visit local high schools with parents and primary school children to explain the process of transition and what to expect from high school education. » Produce and direct a film explaining the transition process and highlight the value of formal education. » Received Presentation Skills training to help increase levels of confidence.
Results*	The identified cohort consisted of 53 young people, 82% of the families did not complete application forms for high school, and this was due to a lack of understanding with regards to the process. These young people were supported to complete transition forms for high school, ensuring that young people had an informed choice with regards to high school, are allocated a place for September 2013 and can transfer smoothly from primary school. The attendance of all pupils was also reviewed and any falling below Manchester's target of 94%, were placed on an individual plan with outcomes stipulated that were related to attendance. Families received a weekly contact to encourage attendance. Staff supported parents and their children to attend bespoke meetings with their preferred high school. Previously, take up of such opportunities was minimal and as such this project provided the opportunity to establish ad hoc and individualised meetings. The visits to high schools were reviewed and parents and young people, reflected on the following: Young people liked it when staff listened to them. Both young people and parents were interested in social, recreational and the pastoral support provided. It was very important for parents to know their children would be safe. Parents valued being invited into school they stated they felt valued, welcome, inspired and part of society. The data collected has been disseminated to the Admissions Team and school staff, sharing good practice, highlighting barriers and making recommendations. All children successfully applied for high school and have been allocated their first choice. Children were targeted by outreach workers/ role models who had attendance rates below 94%. A total of 19 children fell into this category. Of the 19 children 95% increased their attendance to 100% through receiving weekly visits and contacts to praise good attendance and discuss incidents of non-attendance.

Reflections (e.g. does the approach suit contexts/ communities/ barriers to implementation)	The approach, whilst resource intensive, was successful in improving the attendance rates of a number of children. Obtaining accurate data related to attendance posed difficulties due to time lapses. This pilot linked directly with the work of MCC, so the same children were receiving two types of support. Methods from both pilots were shared.
Future steps	Work will be undertaken to ensure that the children transfer smoothly to high school. Information will also be shared with high schools in order for schools to plan to meet the needs effectively of this particular cohort.

Promociona - Parental Involvement and Engagement

Piloted by: Manchester City Council

Developed by: Fundación Secretariado Gitano

Summary of Approach: The Promociona Programme seeks to promote the educational mainstreaming of Roma students with a view to achieving higher academic standards at the end of primary education and throughout the compulsory secondary level of education. The programme also promotes continued middle and/or higher studies and vocational training.

The specific objectives are:
• To facilitate transition, permanence and advancement
• To generate and enhance the conditions needed to achieve academic success within the Roma community and in general of the entire educational community.

The requirements are:
• Student in last 2 years of Primary School or Secondary
• At least 80% attendance
• Family contract/agreement needed
• School participation

The approach offers student-school support, education counselling sessions, Promociona classrooms,Family education counselling sessions, Schools-Training Consultancy and other networking opportunities.

Human Resources required include:
Education Councillors and Teaching staff although acknowledgement needs to be given for the commitment of all other parties in school, families and other agents.

For the purposes of the pilot, MCC also took particular elements from programmes observed through Utrecht. For example, the Centre for Roma children provides guidance to young Roma who experience difficulties going to school. It supports the children by giving counsel to both them and their parents and answering questions, for example how to support our children when they are doing their homework. The Centre maintains close contact with schools and teachers who have Roma children in their classes.

The Centre gives homework assistance and weekly home visits. The visits provide the opportunity to update parents on their children's progress in school and to answer questions if needed.

Resources/ tools supporting approach Parental Contract

Resources used in pilot:
• Co-ordination and expertise from MCC Staff
• Romanian school mentor expertise and time
• Roma Role Models expertise and time
• School staff expertise and time
• Roma young people expertise and time
• Parents good will expertise and enthusiasm
• Pupils good will expertise and enthusiasm
• Family learning packs stationary and creative resources
• Paper contract although superior importance of verbal contract was recognised
• Space and resources in school during after school clubs

How was approach adapted to the different context?

The approach was adapted significantly due to:
• Prior engagement levels and aspirations for their children
• Location and spread across different schools
• INA/T/SS Team existing relationships with schools and families
• Availability of Roma Mentor
• Existing high expectations of the British Education system around parental involvement in children's education.
• Existing will amongst schools to make change regarding the Roma community's engagement with their children's education.
• Identification of cohort.
• Lack of time and funding meaning increased efficiency needed so a whole family approach adopted. This meant the approach had fewer resources available for individual children although this had its advantages in that the project outcomes benefitted from the whole family mentality of the Roma group.
• Age group was not limited- approach worked across primary and secondary education.
• Families where attendance was high with at least some members were chosen but there was no rigid attendance criteria applied to selection.
• Roma Mentors acted in a similar role to the Education councillors except that there was tight overall co-ordination of the project and Roma Mentors were able to pull in other support for the children where it was needed.

Specific Aims of the pilot:
• To improve parental participation in their child's formal education through attendance at school events and family learning with a view to improving commitment and thus attendance and achievement
• To improve child's participation at school and with formal educational work at home through additional support and family learning homework packs
• To widen school strategies aimed at improving participation of parents and children in formal education thorough trialling and demonstrating effective approaches.

Organisation of the pilot:
• Co-ordinator to liaise and inspire and coach Roma Mentors and schools. Gather feedback and report on project.
• Romanian Teaching Assistant to support with design of project and coaching Roma Mentors.
• Roma Mentors to tailor support to individual families and ensure contact is kept through employment of flexible approaches in discussion with co-ordinator.
• Roma Mentors and school staff to support in school

Families were chosen because:
• Some children in the family have a history of fairly good attendance
• The family are motivated towards schooling
• The family said they wanted to be involved (i.e. signed the contract)

Base line (Discussion with families)
Discussions with families ensued to establish the kinds of support required for their children and to commit to areas of the contract that they thought were realistic and manageable for them. A key adult (not always a parent) was identified.

Base line (Discussion with children)
Children were interviewed to find out what extra support would be useful to them in school and with their homework.

How was approach adapted to the different context?

Base line (Discussion with schools)
Information was gathered from school leaders and teachers about the attainment and attendance of the children and the attendance of the parents at school events. School were also asked about the kind of information they would like to get across to the parents.

Support to achieve contract elements:
• Each family were allocated a Roma Mentor to communicate with family and work in or be involved in the decision about the selection of an appropriate person to support child in school.
• Each family was contacted weekly to discuss attendance at school meetings and support with homework as appropriate.
• Each family get reminders about school events a few days before, on the day and just before
• Each child receives extra support from a Roma speaker in school if appropriate.
• Each family receives ideas on activities and the resources that they need to carry out family activities together (homework packs)
• Each child takes the homework in to show teachers for appropriate praise and to support planning of next family activity
• Where possible children are supported to attend after school clubs and clubs are set up in schools.

Contract Elements:
A contract was drawn up for parent, child and school. Below are the contract strands

Parental outcomes:
• Engaging with school routines
• Supporting homework
• Supporting learning at home
• Engaging in their own learning

Pupil outcomes
• School Achievement
• School Attendance
• School Participation
• Community Participation

School outcomes
• Parental Engagement/Participation
• In school support for child achievement

Each strand is divided up into elements. The parent will commit to the elements which they think are realistic for them. Achievement in these elements will impact on the strand. If the discussion revealed new areas these could be added.
N.B. The formality of this contract was intended to support gathering of outcomes and roll out and dissemination of the project. It also aimed to clarify with all involved in the delivery the clear purpose of the project. The delivery of the project to parents and family encompassed the necessary informality and flexibility for working with Roma families.

Cohort involved:
• 10 families
• 37 pupils
• (34 families initially identified due to attendance and some knowledge of families commitment to schooling)

14 families were offered the opportunity to participate, after identification of schools who had the capacity and interest to take on the project. Each family had some children in a participating school. Other schools regarded as not participating but 'benefiting' schools.

10 families agreed to a home/school contract. (some non- participating families in participating schools also benefitted)

9 participating schools (5 Primary, 4 High) and 3 benefitting schools (2 Primary 1 High School)

Results*

1. Attendance has been interpreted broadly to include:

Parental participation:
• School events
• With child's school work
• Motivation toward helping with attendance.

Child participation
• With home work
• With attendance and lateness
• Motivation towards learning in school
• Attendance at after school clubs

Parental participation at events
The baseline data from schools indicated very low attendance of parents at school events. Parents had attended some parent's evenings with maximum effort and flexibility from school.

Outcome:
• **27** events attended out of possible **42**
(7 would like to have gone but were busy, 5 had to cancel last minute but informed school only 2 said going and did not turn up.)
• **8** out of **10** families attended parents evening. Project enabled support for families in terms of reminders and flexibility over time.
• **2** of the **8** attending families received intensive support to attend.
• **1** family was unable because of housing mobility impacting on loss of school place but engagement with project was maintained.

Families reported that they particularly enjoyed school fairs and would not have gone without extra support as did not know about event or think that they would enjoy it or whether it would be beneficial. Families appreciated the opportunity to meet teachers and enjoyed hearing the progress their children were making and how they could support their development. Some families would not have gone without extra support, due to language barriers (broad interpretation of this is that it is not just translation needed but support for school and parent to understand how to communicate with one another).

Schools Reported:
Extra effort has shown that parents are interested in school life but effort must be taken for families to feel welcome at all school events. The pilot has proved beneficial for the school community of parents from different backgrounds to see the Roma parents in school participating in school life. Schools reported that the pilot has increased engagement of parents who have never been to school before. Schools found it useful to have parents present at parents evening so that effective plans for children can be established that meet specific needs.

Family Learning Packs:
(Parental support with child's homework/ Childs participation in homework)
The baseline data from schools indicated that some children do homework regularly and bring it back to school. However, homework shows no parental involvement in contribution to school learning. The data also indicated that many children were lacking confidence to do homework without support from school, with much homework remaining un-started or unfinished. Parents reported that children do homework on their own or that they do not receive homework. Many children in interviews said that they do not get homework (All children do get homework)

Participation:
10 families participated in weekly activities
100% of activities were completed by the families
100% of activity outcomes were shared with Roma Mentors or school through sharing of product or photos.

Results* **Parents reported:**
"I can show my children how to do this better than in the pictures."
"This is very good for us we can sell these."
"I love to see my children doing these."
"I know what they are doing and talk to them about it."
"I have no time but my older daughter is helping. She is very good."

Schools reported:
"It has been great to have the children so excited by what they have been doing at home and bringing it in to school to show us."
"We have wanted to do this since we were part of the learning network but just have not had the time in school to be able to do this. It has been good for us to see how effective the allocation of resources could be. We will try to continue this in some way."
"Teachers sometimes get frustrated that the children do not do the homework that they set. It has been good to see what they can do if they are given something more creative."

Children reported:
• All children asked the mentors continuously what was coming next, demonstrating increased motivation for learning.
• All children were motivated by the family learning aspect. They reported that sometimes they do not finish their homework as they do not know what to do and no one at home can help them. Activities that the whole family can do together supported this barrier.
• High School children have been involved and requested more challenging activities. These have been provided.

Higher levels of parentall motivation leading to increases in attendance.
The baseline data from schools indicated that some children had good attendance but many schools were frustrated by lateness or lack of information about why a child had had a day off.

Outcomes
100% of families participated in discussions about their children's attendance and lateness at school. NB some discussions were positive

All schools reported that good attendees maintained their attendance. A better understanding of reasons for lateness had been gained. And schools became more flexible (where possible)
For example:
• One school has set up a computer club for children which also helps with learning
• One school has set up a reading space for children who are always late to be collected. This also helps with learning.

Parents reported taking more responsibility for motivating children in the morning. Impact to date is very small but all parties convinced longer project would produce greater impact. For example, one family indicated that they were particularly pleased to have their efforts to get their children to school on time and every day recognised by school. They said it helped them to know how important it was.

Discussion with parents established reason for lateness was parent having to be in to wait for transport to pick up another child. Discussion helped school to be flexible and parents to ensure family members knew who was responsible for which children. Lateness has improved.

Discussion with parent's revealed lateness was due to children being responsible for motivating themselves out of bed in the morning. Parent said would also remind children.

Lateness has improved.

Children reported a greater grasp of the importance and benefits of attendance.
Children's motivation towards learning in school increased.
There have been concerns about the motivation for learning of some of the children on this project (Mainly High School) The pilot has made progress in establishing the reasons for lacking in motivation and has had a small impact on 'happiness' at school. A longer intervention would have more impact in this area.

When interviewed 100% of children said that they liked having a Roma Mentor in class because it was good to have someone who spoke their language. Additional support has been given through this project.

Teachers have reported that
'The children respond well to the Roma Mentor even when their English is quite good. It helps them to settle and trust the adults in school. They like to get praise from the mentor better than from us so this helps with their motivation even when the mentor is not around."

Attendance at school clubs
The baseline data indicates that:
• All children reported never attending school clubs other than breakfast club
• Some children said they did not want to go
• Others said they would like to but did not know what was on.

Roma Mentors have not participated in after school clubs previously, the project witnessed 100% attendance at the computer club set up by a mentor with the support of a primary school

2. Improved knowledge and confidence of partner organisations
This has been captured by the school reports in the above sections.

In summary schools benefitted from:
• Knowledge of parental commitment to education
• Knowledge of impact of additional communication with families about school events
• Demonstration of the family learning participation
• More knowledge of factors affecting attendance and lateness

Project Partners (BHA/MCC) benefitted as the pilot allowed exploration of intensive approaches that would not otherwise have secured funding. The impact of this approach on attendance and attainment and participation can now be demonstrated.

3. Development of joint approaches to common concerns
The Promociona programme was implemented in Spain to address concerns regarding transition, permanence and advancement. These are concerns shared by all partners. Implementation of the adapted approach in Manchester also reflected elements of the Stimulans Welzijnin Veldhoven Dutch approach.

The adapted approach has delivered good outcomes even in the short running time. It can therefore be claimed that the approach uses effective strategies to address educational gaps for Roma children

Reflections (e.g. does the approach suit contexts/ communities/ barriers to implementation)

Aspects of key learning:

The strength of the Roma community is in family units. Projects need to be designed with this knowledge and not limited by approaches to individuals within a family.

- Ripple effect in the community has been significant and is a key learning aspect for setting up other projects. The investment in good quality provision for families who are prepared to make an investment themselves empowers other families and individuals and has a wider impact than the initial families targeted
- Roma mentors reflections
  The mentors have not been asked before to choose activities for the children. They learnt a lot about choosing activities that were good for a child's level and also what the child would enjoy, as well as maximising learning.
- There has been 100% take up of families with more schools eager to participate. This demonstrates that the Roma mentors have developed skills in selling the educational benefits of families learning together and what parents can do to improve the learning experience of their children.

Future steps
- The Mentors will continue to work in schools embedding these practices and disseminating to other school and children where possible.
- One new school has adopted the piloted model, with support from a mentor
- Currently 6 family contracts secured- representing a 50% increase in the project
- Increased levels of partnership working is required to fully embed this approach

Early years

Piloted by:	Manchester City Council
Developed by:	Pharos
Summary of Approach:	Within the Netherlands, mandatory school age is 5; however, almost all children (98%) begin school at age 4. For children under the age of 4 formal education is not provided, but there are various childcare facilities available outside the education system.

The following organised facilities are available:
Playgroups: these groups are open to all children aged 2 to 4, and are the most popular form of pre-primary education. Children usually attend playgroups twice a week, about 2-3 hours per visit. The main aim of playgroups is to allow children to meet and play with other children and to stimulate their development. At a national level, no educational goals have been defined for playgroups. Most playgroups are subsidised by local government, but income related parental contributions are often required.

Pre-schools:
An increasing number of playgroups offer development stimulation programmes and have a more educational focus. These so-called pre-schools are particularly aimed at children from disadvantaged backgrounds (children of parents with low levels of education), with the central aim of preventing and mitigating educational deficiencies, particularly in the domain of language development.

The Netherlands early years practice however is very much like the UK's. Children learn through play and the early years setting provides a wide variety of activities and experiences to support child development. The booklet Pharos provided was produced to support transition into kindergarten. It was produced to promote the importance of early year's education and also provided parents and children with an introduction to the setting and routines of the day.

Resources/ tools supporting approach	Leaflet defining activities for children and the benefits of such activities
Resources used in pilot:	Joint working between MCC staff, Roma Role Model/outreach, Sure Start and families.
How was approach adapted to the different context?	The early year's booklet has been changed to enable it to be used as a means of encouraging access to the pre-school provision/play bus. The booklet provided by Pharos although produced as a resource to promote the importance of early education was too focused on the particular setting.

The booklet MCC have produced is to provide basic information on the four areas of development within early years rather than the activities of the day within the setting. The areas of development are: Physical/motor development, Social/emotional development, Communication/language development and Cognitive development

The aim of this approach is to support school readiness within the Roma community.

Results* The building identified for the winter early years provision was not available at the beginning of the year, therefore the booklet is only now in initial production. The booklet will be in English and Romanian (translated into other languages where appropriate). The booklet will be used to promote the benefits of early year's education and learning through play. It will be used to encourage the families to participate in pre-school provision and support them in preparing their child to be school ready. The images identify areas of development and producing the booklet has enabled discussion with parents in relation to aspects of child development through play. The Roma mentor has also increased their knowledge of child development and has gained a deeper understanding of moving a child on in their play to enable them to progress through to the next developmental stage.

Images used in the booklet are also being used to promote/ advertise the session on a flyer.
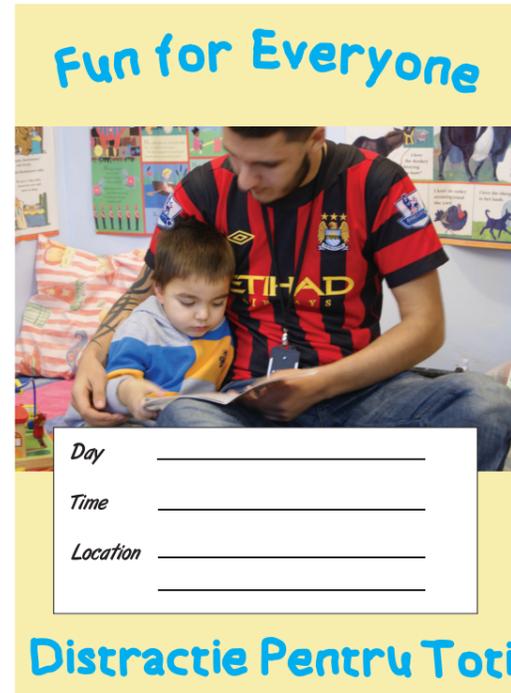
Fun for Everyone

Day _____

Time _____

Location _____

_____

Distractie Pentru Toti

Reflections (e.g. does the approach suit contexts/ communities/ barriers to implementation) The development and consequent use of the booklet has been instrumental in encouraging the families to participate in the sessions and develop knowledge of learning through play. The pilot has increased parental involvement during the sessions with parents participating and sharing their child's play. Parents develop knowledge of early education and the impact they have on their child's early learning at home and how they can support that learning. The booklet provides pictorial information with some basic language to enable all to access the information including those families with low literacy skills.

Future steps Using the information regarding child development allows families to be supported to extend the learning. Families are encouraged to share their child's learning journey through further pictorial booklets that would feed into the baseline assessment carried out when child enters compulsory education. This would also enable early year's practitioners to measure the impact of the early year's provision.

Whilst the pilots provided a unique opportunity to experiment with alternative approaches, the timeframe of 3 months did not provide adequate time to fully implement a methodological approach or capture the long-term outcomes. As discussed earlier, the starting points of all partner agencies were diverse, and as such, transferring approaches or even elements of approaches, were challenging, particularly if the foundations had not been laid. Limitations to implementing the approaches in the piloting phase also included restrictive timeframes and lack of resources (financial and human). Partners used the pilots as an opportunity to start a reflection and consultation with key professionals, both internal to organisations and externally. Capturing the perspectives of partners is instrumental to comprehending the rationality of such approaches and also in determining the most appropriate methodology for implementation. All of the approaches shared, are dependent upon the ability to work collaboratively with stakeholders from the educational sector. As such, the value of consultation cannot be understated, particularly as there are often issues regarding mistrust in implementing new lines of action for the Roma community. The consultations allowed partners to scope the viability of implementing new approaches, whilst reflecting on cost and human resource implications.

Conclusion

The European Union has provided policy- makers and practitioners with a framework to successfully implement programmes of action of benefit to the Roma community. The 10 Common Basic Principles on Roma Inclusion will provide the structure to the What's Working conclusionary remarks:

1. Constructive, pragmatic and non-discriminatory policies

What's Working has ensured that the values of the European Union have been fully embedded in the implementation of the project. Through incorporating the values of tolerance, justice and non-discrimination, the partnership has ensured that every opportunity has been taken to promote the economic and social development of the Roma. Firstly, the undertaking of the qualitative research enabled the project to capture the perspectives of migrant Roma families from a range of backgrounds. One of the key aims of the project was to develop a greater understanding of the existential barriers for Roma children and young people when accessing education and maintaining a good attendance. The research also allowed the project to gain knowledge on the approaches that work for improving educational outcomes, from the perspective of the Roma families. Valuing the voice of children, young people and families from disadvantaged backgrounds is the first step towards empowerment and thus integral to minimising inequalities.

Another invaluable aspect of the What's Working project has been the consultation with a wide range of stakeholders who have a vested interest in improving the educational outcomes of Roma children. The commissioning of the Salford Housing and Urban Studies Unit within the University of Salford provided an unbiased opportunity to capture the views of professionals within the UK, Spain and the Netherlands.

The research confirmed the widely acknowledged difficulties in estimating the size and nature of both national and migrant Roma populations at a national, regional and local level. In the Netherlands and Spain, to a certain extent this issue was even more problematic given that ethnic monitoring is not carried out.

Consequently, data often related to nationality/country of birth. While surveys and research had been undertaken in Amsterdam and Spain these studies were not able to provide an accurate estimate of the number of new Roma. In the UK, ethnic monitoring is permitted and there appears to be a broader range of data sources that could be drawn upon to estimate the size of the population, with data collected in relation to education being one of the key sources.

The key impact of the lack of data on Roma communities relates to how data is often used by authorities to allocate resources. Respondents in the UK and the Netherlands, for example, suggested that it was difficult to argue for additional financial resources to provide support to communities when they were unable to accurately state the size of the population they were

Through incorporating the values of tolerance, justice and non-discrimination, the partnership has ensured that every opportunity has been taken to promote the economic and social development of the Roma.

required to support. The Open Society asserts that the lack of data poses significant problems for policy makers within EU countries, in terms of directing resources and also implementing policies to promote more equitable societies (2010).

The piloting of diverse approaches in the three partner countries was instigated within the framework of critical, yet constructive thought processes. The implementation of the pilots required each partner to think objectively about the rationale of the approaches and how best the approach would fit within their context, taking consideration of human resources, internal partnerships and economic resources. Thinking rationally and critically about how the approaches can be adopted into each context is a time-consuming exercise but also an invaluable one. For the What's Working project, understanding the contextual differences, followed by a constructive analysis of how best to adapt approaches has been integral to the implementation of this project and will remain systemic to the dissemination and exploitation to a wider network of partners. Through the application of pragmatism, the What's Working project has extrapolated various elements of best practice approaches and provided evidence of the success in various contexts, providing a firm evidence base and theoretical backbone to approaches that positively support the education of the Roma. The methodology of the What's Working project, in terms of sharing and piloting best practices, as well as disseminating the results will serve to increase the sustainability of particular elements of the project and will continue to foster further partnership working.

2. Explicit but not exclusive targeting

The ethos of the three partner agencies is to actively promote equality amongst Black and Minority Ethnic (BME), disadvantaged and other marginalised communities. This commitment to addressing and minimising inequalities amongst all disadvantaged groups provides the backbone for positive actions used to promote equality of opportunity amongst the Roma. The approaches shared and piloted in the What's Working project have been born out of a dedication to improving the levels of educational attainment amongst Roma children, including newly arrived migrant children. The approaches used in the UK, for example, have evolved in line with the steady migration of children, young people and their families from all corners of the world, and have been developed over a significant period of time. The evolution of such approaches have benefited from critical reflection, regular consultation with beneficiaries and key stakeholders and adaptation of approaches to the needs of diverse communities. Likewise, the work of Pharos is engineered by an unwavering dedication to reducing the inequalities experienced by migrants and refugees, most notably within the field of health but extending to the promotion of educational attendance and attainment. The basis of Pharos and the partner agencies in Manchester is to achieve strategic and operational fairness amongst all migrant communities and the approaches used to serve such communities have been unequivocally successful when adapted to new, emerging Roma communities.

For Fundación Secretariado Gitano, the starting point of their interventions is different to that of Pharos, BHA and Manchester City Council, in that they are solely committed to improving the situation of Roma in Spain and throughout Europe. The knowledge, experience and interventions employed by FSG are open to other minorities and persons at a disadvantageous position or those experiencing similar socio-economic conditions. In this vein, all the approaches of the partner agencies are 'explicit but not exclusive'.

All of the approaches used by the partnership are characterised by a high level of expectation; of professionals and services working towards Roma inclusion but also of the Roma community itself. In regards to education, there exists a high expectation that children and young people from the Roma community will progress through all stages of formal education, whilst maintaining high levels of attendance. In the Dutch situation, municipalities adopt local and regional policies which support access to school whilst enforcing high expectations of school attendance, through the employment of attendance officers. Whilst, within the

Manchester Local Authority, the attendance target for every child is 100% but if attendance drops below 94%, immediate action is taken by schools and education workers to raise levels. This approach is used for all children from all communities, and action often ensues following one day of absence. As outlined by the 'EU Framework for national Roma Strategies' (2011) only 42% of Roma children complete primary education, compared with 97.5% of the general population across Europe.. The framework outlines a number of goals, one of which relates directly to education- 'ensuring that all Roma children complete primary school'. Whilst this goal may present itself as a good starting point, the expectations for the Roma community need to be raised. Furthermore, such expectations need to be in line with expectations of other communities in order to achieve equality. The approaches shared and piloted by the What's Working partnership have aimed to raise expectations at all levels of education.

3. Inter-cultural approach

The What's Working partnership has reflected upon the policies in each country that inevitably influence the implementation of projects and interventions. A review of the Integration Policies in each country depicts a wide-ranging political and philosophical rhetoric that inevitably impacts on the levels of integration, cohesion and assimilation. As described by many academics and contributors to community cohesion, the process for many countries when attempting to improve integration is characterised by an assimilatory or exclusionary manner. Bauman (2001) asserts that assimilation serves to destroy the characteristics of an individual who is viewed as different. Furthermore, Bauman states that the alternative for many countries is exclusion, which for some minority groups will be the preferred option (cited in Bhopal et al 2008:110). The majority of countries across Europe have developed policies or implemented actions that have served to exclude Roma. For minority groups, with strong community ties, cultural value and norms, this may reinforce a strong sense of 'togetherness', however this approach only serves to systematically marginalise and increase inequalities between minority groups, such as Roma and the majority population.

Despite the assumptions of some regarding the exclusionary nature of EU policies, an array of policies has been implemented to ensure that the Roma are protected; such policies include: EU Race Equality Directive (2004/43) and the Employment Equality Directive (2000/79). Furthermore, the EU has developed a comprehensive strategy for Roma inclusion- 'EU Framework for National Roma Integration Strategies up to 2020'. The national strategies will support member states to promote inclusion of Roma with regional and local authorities playing a key role in implementing directives at a grassroots level.

Whilst policies of integration vary from country to country, the What's Working project has successfully promoted opportunities for inter-cultural learning and exchanges, ensuring that the knowledge of expertise and experience, regardless of ethnic background is valued and utilised.

a) Study Visits
The study visits allowed for the thorough exploration of approaches implemented within each country and provided the opportunity to discuss the methodology of how approaches can be adopted within different environments. Open and honest dialogue is essential in grasping a comprehensive knowledge base of what works for promoting the inclusion of Roma and how such practices are actualised. Elemental to the study visits is the presence of Roma participants, who are able to offer expert knowledge and advice on the success of various strategies. The contributions of Roma mentors and consultants were particularly valued during the conference in Utrecht whereby Roma colleagues were able to provide accounts of efficacious approaches whilst highlighting the barriers to implementing particular approaches.

b) Approaches and practices shared within the partnership
A number of key approaches shared and piloted serve to highlight key aspects of intervention as championed by the European Union:
• Promote inter-cultural learning
Achieved through:
» Dissemination of Long Roads Heritage Teaching Pack (BHA for Equality)
 * supporting children and young people from Roma and non-Roma backgrounds to understand one another's heritage, understand the impact of discrimination and persecution and challenge negative stereotypes.

» Awareness Raising campaigns and campaigns (Fundación Secretariado Gitano)
 * *'When I grow up I want to be…'* Raising awareness on the importance of education and the need for all Roma children to complete secondary education. The campaign targeted the Roma community but also the non- Roma population, particularly public authorities and the educational community at large, to draw their attention on the need to promote policies and measures that address the disadvantageous situation of the Roma and to work together to find solutions that effectively improve the opportunities of the Roma people
 * 'Your Prejudices are the voices of others'- Campaign is intended to deactivate a key element of the process that leads to discrimination, the prejudices, by highlighting the fact that these feelings towards Roma are conditioned by what others tell. The campaign encouraged the Spanish population to think about the prejudices within society and sought to raise awareness of the barriers that are created through prejudicial ideas.

» The approaches used within each partner organisation highlighted the value of inter-cultural working. Through sharing and piloting one another's practices, a greater understanding was developed regarding how examples of good practice can be transferred to different countries and with varying levels of funding, staffing and partnership working. The approaches piloted ensured participation of the Roma, both in terms of

Roma employed to deliver direct work and also the Roma children, young people and families benefiting from the pilots. Furthermore, the What's Working project ensured that the views of Roma children, young people and families were captured through a series of interviews which allowed the partnership to ascertain a sound understanding of the barriers to education, from the perspective of Roma. Collecting this data is vital to ensuring that services established to improve access to formal learning, address the needs of Roma, whilst benefiting the wider community, in line with public resources.

» The study visits to each partner organisation highlighted the value of an embedded value system incorporating inter-cultural dialogue and exchange. As an intercultural organisation, Fundación Secretariado Gitano have a recruitment policy which emphasises the need for high quality staff originating from the Roma and non-Roma communities in Spain, striving for an equal balance of ethnic representation. For BHA and Manchester City Council, there has been a commitment to ensuring that Roma have equal opportunity to access learning and employment opportunities. The employment of Roma mentors in Manchester has developed the level of meaningful exchange of ideas and perspectives between Roma and non- Roma. For Pharos, the use of Roma consultants has developed within the timeframe of the project and the various consultants have offered valuable information. The study visits provided the opportunity for individuals to come together to discuss what works for Roma inclusion in education, ensuring that the views of Roma themselves were captured. For the partnership, the value of constructive dialogue was embedded ensuring that discourse regarding approaches or practices was discussed openly and respectfully.

4. Aiming for the mainstream

The primary aim of the What's Working project is to improve access and engagement of Roma in and through mainstream education. The best practice approaches used by the What's Working partners strive to influence the education system in each respective country, to ensure that the barriers experienced by children and young people from the Roma community are overcome. Through sharing evidence-based models of intervention, supported by a sound research base; effective and efficient models of practice have been adopted within various environments. In some cases, the approaches used have evolved from previous experience of working with marginalised and migrant groups, with many approaches adapted to suit the specific needs of Roma, in others they have been designed directly taking into account the specificities of the Roma community/ targeting the Roma community. Whilst approaches have been modified to suit the needs of the Roma, they are not exclusionary in their nature, and actively promote the integration of the Roma in mainstream education. For example, a review of Manchester City Council's approaches to improving Roma inclusion, portray a commitment to ensure that all children, regardless of background have equal opportunity to access school and subsequently the National Curriculum. Establishing a Learning Network for Schools encourages inter-cultural dialogue between institutions of education on how to effectively support newly arrived pupils to access the learning materials and extra-curricular activities. This approach deters the occurrence of segregation as schools are working together to identify mechanisms that can be adapted to suit the specific needs of the teaching environment. Resources and ideas are shared throughout the network, providing a cost-effective and efficient system for teaching practitioners to collaborate. The Network also ensures that schools are not isolated in their strides to overcome obstacles to teaching Roma pupils (many of whom may not of experienced formal education before) and have a safe space in which to share areas of concerns and dilemmas.

For all the approaches used in the UK, the doctrine of 'Every Child Matters' * is integral to the implementation of services aimed at all children. Understanding the aspirations of children is fundamental to the delivery of services and as such the sharing of the School Induction Form amongst the What's Working partners and the subsequent consultation led by Pharos, regarding the School Induction Form epitomises the value of seeking the views of the child. Moreover, gaining a comprehensive understanding of the needs and requirements of the child, not just in relation to the learning needs, but also the wider familial and societal factors is essential to ensuring that the child is adequately supported and integrated in the classroom. The use of materials which are not exclusionary in their nature, such as the School Induction Form, allow for the more effective promotion of such materials.

BHA for Equality adopted an element of practice from Fundación Secretariado Gitano, focusing on the safeguard of children transferring from primary to secondary education. Supporting staff in Manchester, who led on the pilot, were a small cohort of young Roma people (aged 16-18 years) who had the opportunity to shadow Outreach Workers in their task of ensuring that school applications were made for transfer to high school. The young people were able to gain experience of working direct with families, offering advice and advocacy to families regarding the complicated process. Through promoting parental understanding of the education system, including the procedures of obtaining a school place and outlining the responsibility of parents, coupled with the obligations of the education system, heightened level of trust is brokered between marginalised families and bureaucratic systems. Ensuring that Roma parents have access to the same information as non-Roma counterparts, improves the level of parity as parents are in an equal position to make an informed choice regarding preferences for school. Pertaining to the work of FSG, most specifically, the Promociona Programme formalises the engagement of Roma parents through a contractual agreement, asserting that parental involvement is a condition of providing support to Roma children. Stimulating parents to become actors in the attendance and achievement of Roma children helps to create the conditions of normalisation for the child. Various sources of evidence indicate that parental involvement has significant effects on a child's educational attainment, particularly when involvement (for example, with homework activities, educational attendance, progress/ parents meetings) is from an early age, commencing from pre-school education through to tertiary education.

Piloting an approach highlighted in Utrecht, Manchester City Council remained committed to ensuring participation of Roma children in Early Years education. The approach served to improve the involvement of Roma families in pre-school opportunities, promoting formal learning through play. The pilot increased the level of parental involvement and encouraged parents to participate in the developmental process of child's play. Raising awareness of the importance of play, as well as the importance of establish social relationships outside of the home, helped to raise confidence levels of parents which is likely to have a long term impact on engagement and attendance levels in formal education.

The consultation undertaken by Pharos in regards to the introduction of the Long Roads Teaching Pack into the Dutch education system served to raise awareness amongst professionals in relation to the importance of recognising and valuing cultural difference and heritage. As described by O'Nions, understanding the framework of Roma history, traditions and culture, allows for prejudice and discrimination to be overcome, allowing for increased access to educational provision (2007: 132). Aiming for mainstream is integral but as depicted by Liegeois (1992) the role of education is to develop the autonomy of children, which is facilitated by respecting culture (cited in O'Nions, 2007:133). Pogany (2004) compounds this point by asserting that amongst many Roma individuals or groups, there is a fading sense of traditions and customs, leading to a reduction in self-worth and ultimately impacting on the social and economic marginalisation of Roma (ibid: 12). Whilst this may not be the case for all Roma children and individuals, it is imperative that the provision of mainstream education is anti-discriminatory and fully inclusive of all cultures.

Every Child Matters: Change for Children 2004 provides a national framework for local programmes to build services around the needs of children and young people to maximise opportunity and minimise risk. See

webarchive.nationalarchives.gov. uk/20101012083544/http:/www.dcsf.gov.uk/ everychildmatters/_download/?id=2675

5. Awareness of the gender dimension

From various pieces of socio-economic research, it can be extrapolated that women from ethnic minority backgrounds have substantially different experiences from their male counterparts, specifically in relation to access to educational, health, social and economic opportunities, creating a multitude of barriers to integration (Corsi et al, 2008, ibid: 43 & 64). For Roma women, social phases in the life course occur significantly earlier than the majority of the non-Roma population. For example, the average age of marriage is usually 15-16 years old for girls (for some communities, the age can be as low as 12) with pregnancy occurring shortly after the rite of marriage.

The prevalence of early marriage and teenage pregnancy in the Roma community, followed by the subsequent impact on gender gaps in the education and economic spheres of life, has posed concerns for professionals across the health, social care and educational sectors within the European Union. Butler et al (2010) indicate that Roma children experience exclusion at three key stages: entry to school, experiences in the educational system and early departure which are attributed to poverty, discrimination and custom (ibid: 238). The United Nations have also highlighted that the maintenance of some Romani customs has widened the educational gap between Roma and non-Roma children, particularly in reference to the custom of marrying at a young age and having children shortly after

(2006, cited in Butler, 2010: 238). For Roma girls, levels of educational attainment and attendance are considerably lower than their male counterparts due to many girls leaving school due to the aforementioned reasons, as well as perceived threats to traditional customs and cultural heritage (Corsi et al, 2008: 106).

Whilst the What's Working project has not specifically addressed the occurrence of early marriage and teenage pregnancy, partners have ensured that girls have not been marginalised further. The organisations involved in this project have integrated the gender dimension as a cross-cutting element of the interventions and research undertaken. Through the Early Year pilot, young mothers have been identified which allowed professionals to signpost and support access to additional services such as health and educational opportunities.

The Transition pilot implemented by BHA for Equality sought to identify girls who may be at risk of drop out. One of the criteria's used to identify children at risk was attendance rates below the national average (94%), of the children identified, 32% were girls, and furthermore two girls had attendance rates significantly below their male counterparts, causing concern regarding their vulnerability when transferring to high school.

6. Transfer of evidence-based policies

The What's Working project has laid the foundations to inspire organisations within the educational sector, as well as further afield in voluntary and statutory sectors to implement pro-active and creative strategies to support the inclusion of the Roma in education. The project has successfully engaged with a wide breadth of stakeholders, including members of the Roma community, to promote information – sharing and exchange ideas and approaches that make strides towards closing the inequality gaps in education.

As discussed previously, improving the collection of data, as well as critically reflecting on tried and tested approaches, will further cultivate positive lines of action, generating a synergy of evidence-based initiatives and policies.

Furthermore, there is a definitive need to be fully abreast of the links between EU directed policies and the policies of individual member states; with emphasis placed on how such policies are effectively and efficiently financed and implemented.

7. Use of European Union instruments

The What's Working project has drawn attention to the policies and coordination instruments which can be promoted to member States as tools for supporting Roma inclusion.

Employing a methodology of study visits and subsequent pilots have allowed for approaches used in the three respective countries to be externally evaluated and trialled in different contexts. The transfer of such approaches to different localities allows for stakeholders to think critically about how to best to promote and support the integration of Roma children in and through education.

As highlighted by various academics, the political and legal frameworks in which the Roma find themselves has shifted, due to the expansion of the European Union. The mobility of the Roma is no longer seen as an 'external' affair but as an 'internal' one (Gugliemo and Waters, 2005, as cited in Sigona and Vermeersch, 2012:1190). As such, there is an acknowledgement that approaches used in one country of the EU, are just as viable in another, with the necessary adaptations made in order to transfer successfully to specific contexts.

8. Involvement of regional and local authorities

Whilst 75% of the What's Working partnership is non-governmental organisations, there has been a strong commitment to ensuring that the work of the project is promoted across the public sector, on a local and regional level. The conference held in Utrecht encouraged the participation of stakeholders from regional and central government, which allowed for the wider dissemination of the approaches that are used within each country. The active promotion of such approaches on a transnational level increases the awareness of policy-makers of the benefits of European cooperation and serves to inspire local, regional and national authorities on how best to improve the circumstances of the Roma, particularly in regards to education and employment.

9. Involvement of civil society

The What's Working project highly values the knowledge and expertise of key stakeholders who have a diligent interest and work ethic towards improving the situation of Roma. The partnership has benefited from the input of non-governmental organisations such as Trimbos; academic and researchers from the University of Salford and independent consultants such as Peter Jorna, Akhiel Mahabier, Michelle Mila vanburik and Sarah Forster. Drawing on the expertise of others has supported the project to capture a multitude of viewpoints, which has served to inform and inspire the partners in relation to the implementation of the pilots.

10. Active participation of the Roma

As highlighted previously, the What's Working project aimed to ensure the active participation of Roma throughout the life of the project. Valuing the voice and contributions of the Roma community has been integral to the success and viability of all aspects of the project, including the sharing and piloting of best practice approaches and the qualitative research. Through formal consultation with members of the Roma community, engagement in school events and the involvement of Roma colleagues; the project has achieved its outcome of promoting the inclusion of Roma children in education through encouraging parental and pupil involvement. The What's Working project has championed the values of equality, fairness, honesty and openness which have prospered a deepening of trust and collaborative working between the Roma community and professionals.

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Appendices

The piloting phase of the What's Working Project helped to identify and develop appropriate guidance to support practitioners in their role of inducting Roma children in education. The following resources can be used independently to promote the inclusion of children and young people, whilst ensuring the involvement of parents and carers.

1. Promoting inclusion in Early Years
'Fun for Everyone' is a bilingual resource aimed at parents/ carers to encourage participation in early years provision, highlighting the value of play and developing communication and **social** skills.

2. School Admissions and Induction Protocol
A toolkit for schools to identify the individual needs of the child and the wider familial context. The toolkit helps education practitioners to assess the development stage of the child and identifies appropriate steps to support educational attainment.

3. School and Family Learning Contract
The Contract is intended to develop partnerships between home and school by fostering joint responsiblity and recognition of the roles that both home and school play in the academic learning of the child.

4. The following resources can be accessed online at http://www.whatsworking.eu/guidance

• **Roma Perspectives on Education video**
• **Roma Network Learning Book**

What's Working
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Fun for Everyone

Day _____

Time _____

Location _____

_____
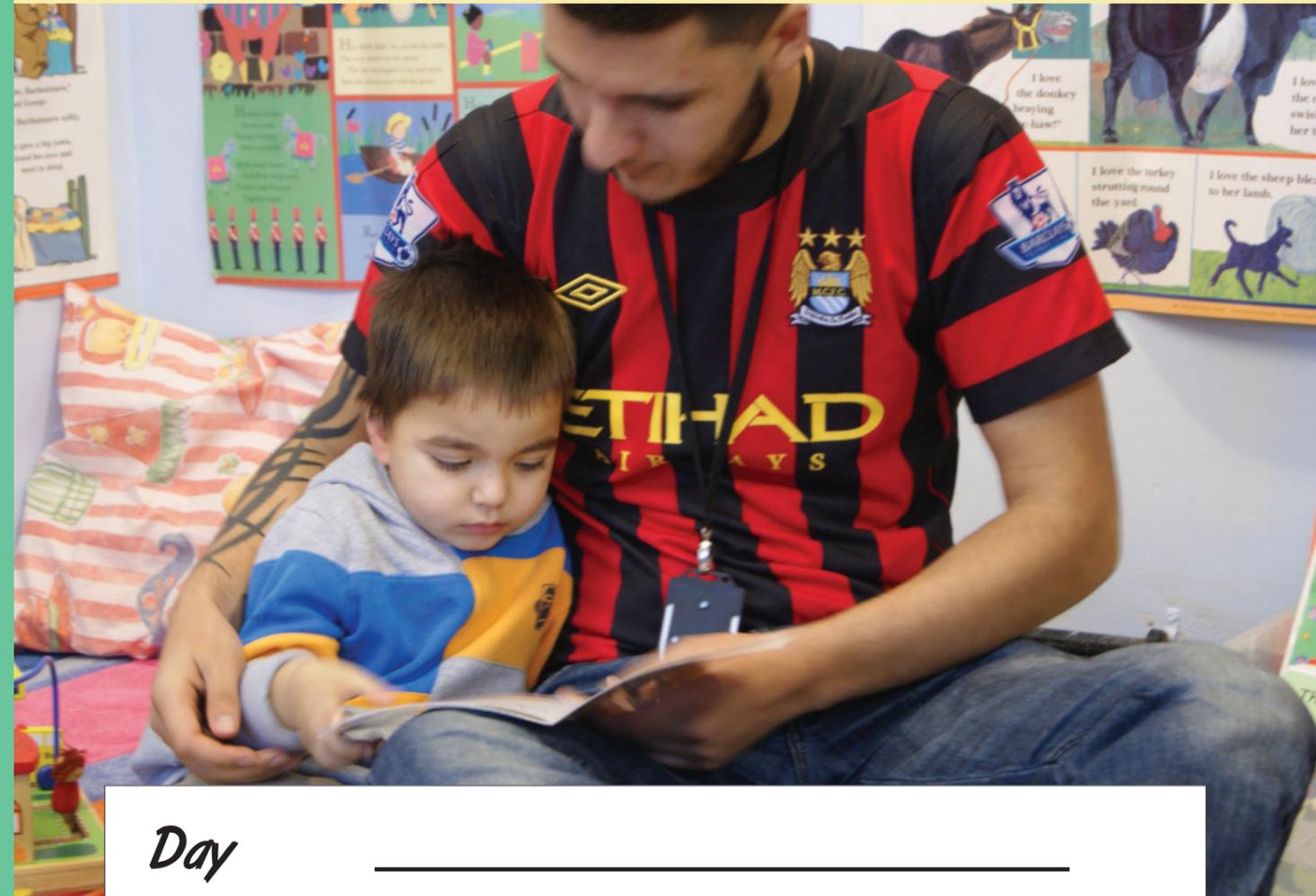
Distractie Pentru Toti

Making friends
Meeting other children,
having fun together

Te cheren prietenii
Te intalnis aver copia,
te chelentumenghe
andachtan

Learn
Sharing a story,
drawing and
mark making

Te sichion
Te citin basme,
te desnin sau colorin

Play
Building with stickle
bricks and with blocks,
sand castles.

Te chelentumenghe
Te construin caramizenta
sau castesa, te cheren
casteluri anda o chisai

Children are competent learners from birth and develop and learn in a wide variety of ways.

Physical development
Provide construction toys that fix together in different ways. Develop hand eye coordination and fine motor skills.

Communication, language and literacy
Sharing and enjoying a book. Develops an understanding of the sequence of a story and supports language development.

Developmental writing, mark making
Opportunity to use and explore a range of writing materials.

Problem solving, reasoning and numeracy
Enjoy filling and emptying containers in the sand. Develop an understanding of shape and space. Encourage talk... empty, full, holds more.

Personal, social and emotional development
Making relationships. Develop social skills, and enjoys being with and talking to adults and other children.

What's Working
promoting the integration of Roma in and through education

BHA for equality in health and social care

MANCHESTER CITY COUNCIL

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PHAROS

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The Admissions and Induction Protocol

Contents

Summary of the Admissions and Induction Protocol

The Admissions and Induction Protocol for Roma children has been developed for the EU What's Working project. The protocol was originally a product of partnership between 5 schools and Manchester City Council staff with experience of International New Arrivals. The induction process was further developed by a network of schools focusing on improving the educational experience for Roma children, in partnership with Manchester City Councils International New Arrivals Travellers and Supplementary Schools Team. Following a consultation with a number of schools and organisations in the Netherlands, the protocol has been amended, taking into account the knowledge and expertise of a wide range of educational professionals.

The What's Working partnership wish to thank the following schools and organisations who have helped develop this resource:

• Moss Side Primary Learning Network, Manchester
• Roma Learning Network, Manchester
• International New Arrivals Travellers and Supplementary Schools Team, Manchester
• "De Achtsprong" Primary education, Amsterdam
• Taalschool Het Mozaïek, Utrecht
• LOWAN New Arrivals workgroup
• Kameleon Primary School, Rotterdam

Guidance on School Admission of newly arrived Roma children

Who should be present at the admissions interview?

Most schools will have designated staff responsible admissions. However, when admitting new pupils from overseas, it is helpful for the teacher, or other key person to be present as well, as they are likely to be involved with the induction of the pupil. If the parents/ carers are not fluent in the host language or feel nervous about their child starting school, it may be necessary to arrange for an interpreter or trusted adult. The child should also be invited to attend. The admissions interview is an important time to start to build a positive relationship with the family. There are some formal questions you need to ask but much of the interview can be a bonding discussion where notes and paperwork are filled in afterwards. Some parents may find note taking in the interview daunting.

When should interviews take place?

To ensure that there is sufficient time available, and that all the relevant people can attend, it is best for there to be a set day for admissions. Parents arriving at the school at other times can be given a school brochure/welcome pack and an appointment.

When should the child be admitted?

It is helpful for new pupils, if they can start school on a day when staff are available to welcome them, and begin induction. This may be a few days after the admissions interview, to allow time for preparations to be made as outlined below. Some schools find that a midweek start is less overwhelming. It is not necessary for pupils to be given formal tests before they are admitted. In some cases it may be appropriate to plan a staggered induction over several days.

Who needs to be informed?

All the information gathered at the admissions interview should be shared with the class teacher/form tutor. As should any information that the school has about the child's language and culture. The class will also want to know who will be joining them. The pupils should be introduced to the canteen and lunchtime organisers, who will need to be aware of their level of the child's capabilities in the host language, and dietary requirements. All staff should be made aware that there will be a new arrival in school and key information about new pupils should be communicated to all staff via the bulletin, or staffroom notice board.

What do parents need to know?

Many parents may have little or no experience of the host country's school system and would welcome the opportunity to have a guided tour. They will need to know the names of relevant staff, and who to contact with further queries, or if their child is ill. Too much information at this stage may not be helpful, but the following should be made available:
- Uniform requirements/how to apply for a uniform grant if this is available and where to buy various items, including those required for P.E./swimming
- Lunchtime arrangements/how to apply for free school meals (if applicable)
- Travel arrangements/how to apply for a bus pass (if applicable)
- Times of the school day, dates of holidays, parents' evenings
- Pupils' timetable and homework timetable
- Equipment/clothing required for certain lessons
- Information about the curriculum
- After two weeks there will be a progress review meeting to discuss how their child is settling in
- After six weeks there will be an end of induction review meeting

What does the school need to know?

The admissions form should not just be seen as a tool for recording data. It should be used to form the basis of a discussion about the child's background, family culture, previous educational experience, languages, religion and links with the community.

It would be helpful for the teaching staff, if possible, to make an informal assessment of the pupil's level of language abilities.

It is useful to establish the immigration status of the family, as this can affect entitlement to uniform grants and school meals.

What needs to be put in place for the child?

For all children starting a new school is extremely daunting. It is more so if children are new to the country, and do not have the language abilities of the host country. In addition, there will be some children, regardless of age, who have little or no previous experience of formal schooling. In some cases the family will have had no experience or negative experience of education so may be feeling nervous.

The following measures will help alleviate some of their anxieties:
- A buddy or peer mentor to show them around the school, toilets, cloakroom, dining hall etc. and to befriend them at break and lunchtime.
- A key adult – this could be the class teacher or form tutor, learning mentor or teaching assistant with particular responsibility for the child's induction.
- Uniform made available from Day One, to ensure that the child can feel part of the school
- The child should be placed in a higher ability group or set unless there is strong evidence to suggest that he/ she has learning difficulties
- A timetable or school planner including a homework timetable. A visual timetable is preferable.
- Lunchtime/playtime arrangements
- Home time arrangements. For primary age children this involves knowing the correct exits and where to meet parents/ carers. For secondary pupils this usually involves knowing bus stops, routes, times and means of payment.
- Where to go when they arrive in the morning and ensuring there is someone to meet and greet them
- Provide a bilingual dictionary/Welcome pack/induction materials
- Arrangements made for induction – see induction guidelines.
- If siblings or extended family are attending school, time should be made available to see each other until the child is confident.

What happens during the induction process?
- A photo is taken of the child and displayed in a prominent area of the school with key information such as the child's name, country of origin, languages spoken, likes and dislikes. This could also be displayed within the classroom.
- Class teachers are given a monitoring slip to record any initial worries or concerns. This is given back to the key adult.
- The induction period usually lasts for six weeks. The child is given an induction file containing materials which can be used with the key adult, in the classroom and at home with parents/ carers. A box of resources is made available to the class teacher and key adult to provide activities to support the child when appropriate.
- The Pupil Form 'about me' sheet can be filled in by the child but the quality of information gathered even where there is fluency in the host language is better where it is done as part of a discussion and completion is supported by a teacher.
- After one week, a member of the teaching team will carry out an initial assessment to inform school staff of the child's level of English acquisition and type of provision/support required.
- The 'Readiness for Leaning' Outcomes Review can also be begun at this time. It should be filled in periodically to track progress in these skill areas over the year.
- After two weeks there is a brief progress review meeting with the parent/ carer and key adult. This usually takes place just before the end of the school day.
- A summative evaluation of induction is completed by the child during a discussion with the key adult after six weeks which can then be shared with parents at the review meeting.
- After six weeks there is an end of induction review meeting with the parent/ carer, key adult and class teacher.
- If there are any concerns about the child's progress, a first language assessment can be undertaken.
- If the child is completely new to schooling, tracking their progress with the 'Readiness For Learning' Tool may be more appropriate than a first language assessment in the first instance.

Admissions Form

Pupil Information

Family Name:		Given Name:		Name to be called at school:	
Date of Birth:		Place of Birth:		Country of origin:	
School Year Group:					
Ethnicity:		Date of arrival in country:		Immigration status:	
Religion:		Dietary/ Lunchtime Requirements		Medical Information/ Health Problems:	

Languages	With Whom?
speaks:	
reads:	
writes:	

Previous Education	Where?	How Long?	Comments about previous school (likes/ dislikes)
Abroad			
In new country			

Other Educational Background Information

Special Needs *Has your child been identified by their previous school or healthcare professionals as having special educational needs? (Medical/ Learning/ Social/ Emotional/ Behavioural)*	
Absenteeism *Details of any extended absences from school*	
Pupil number (if relevant)	
Previous school records received	Yes / No

Family Information

Parental Responsibility/ guardianship

Relationship (e.g. mother/ father)	Name	Contact Number

Siblings

Name	Date of Birth/ Age	Position in family (1 being the oldest)	School (if applicable)	School Year
		1		
		2		
		3		
		4		
		5		
		6		
		7		
		8		
		9		
		10		

Contacts Details:

Home Address:	
Home Telephone Number:	
Mobile Number:	

In case of emergency, contact:

	Name	Relationship	Phone Number
1.			
2.			

Correspondence with parents:

Letters from school should be addressed to:	
Most useful written language for Parents/ Carers:	
Interpreter required for school meetings:	YES ☐ NO ☐

Health Information:

Family Doctor/ Surgery	
Address	
Telephone Number	

Home Information

Family Background:	Please provide information regarding reasons for migration, financial situation, other factors	
Household Structures:	What does your child have for breakfast and who helps them?	
	What time does your child usually go to bed?	
	What kind of domestic duties does your child help you with?	
Social Background:	What activities does your child like to do outside of school?	
	Comments about child's behaviour at home	
	Comments about friends and family	

Parental Consent/ Carer Consent

I give my permission for my child/ children _____ in class/ classes _____
to go out on local trips in the local area for eductional purposes.

I understand and will support the School Behaviour Policy.

Parent/ Carer name:

Parent/ Carer signature:

Date:

Checklist
(Please tick if completed)

Welcome Pack/ School Brochure	
Timetable including P.E., swimming, calendar	
Holidays, parents' evening	
School uniform requirements/ grant application form	
School meals/ free school meal form	
Bus pass application form	
Information Booklet for Asylum Seeker Parents (if applicable)	
Date for review meeting:	

Insert picture of child or family

The Pupil Form - 'About Me'

My Name is:	My Birthday is:
_____	_____

Have you been to school before? If yes, what did you enjoy most about school?
_____
_____
_____

If no, what are you most looking forward to in school?
_____
_____
_____

Please tell us if you are worried about attending school. We will do our best to help you at all times. Tell us what might worry you
_____
_____
_____

I am good at:	I am not so good at:
_____ _____	_____ _____

My likes and dislikes are:
_____
_____
_____

What activities do you like to do in school?
_____
_____
_____

Area of Concern Feedback Sheet

Name of Pupil:	
Year Group of Pupil:	

Date	Name of staff member raising concerns	Reason for concern	Actions to be taken to resolve concern

Readiness for Learning
Review of Initial Outcomes for children who have limited experience of formal education

Developed by Manchester International New Arrivals, Travellers and Supplementary Schools Team in partnership with The Divine Mercy, Plymouth Grove, St Lukes, Chapel Street, Stanley Grove and Crowcroft Park as part of the Manchester Primary School Roma Network 2010-2011.

This form will support teaching staff to assess 'readiness for learning' in the new school environment. The form will help to track progress and attainment of skills and behaviours expected in a formal educational setting. It should be carried out periodically/termly over the year.

Name of Pupil:	
Admission Date	
Name of staff completing review:	

In the Term boxes, please choose a colour to highlight each term				
Year 20　/20	Term 1	Term 2	Term 3	Term 4

Please colour the boxes most applicable:

Belonging to School				
Skill	**1. Never**	**2. Occasion-ally**	**3. Usually**	**4. Most of the time**
Comes to school happily				
Brings lunch or dinner money				
Wears school uniform				

Interaction with Peers				
Skill	**1. Never**	**2. Occasionally**	**3. Usually**	**4. Most of the time**
Sits happily with other children				
Chooses to play with non-Romani children in the playground				
Fully interacting and collaborating with peers in all areas of school life				

Interaction with School Adults				
Skill	**1. Never**	**2. Occasionally**	**3. Usually**	**4. Most of the time**
Smiles and greets adults in school				
Follows simple instructions related to movement round school and preparation of work				
When comprehends tasks, follows willingly				

Ability to Use Classroom Tools/ Writing Readiness (in consideration of age appropriateness)				
Skill/ Knowledge	**1. No**	**2. Limited**	**3. Some Skill**	**4. Largely Appropriate**
Knows how to use classroom equipment (ruler, calculator etc)				
Knows where to find classroom equipment				
Has the strength of fine motor control				
Can hold a pencil/ paint brush correctly				
Can colour-in accurately for age				
Can form appropriate size letters for age				
Knows that words convey meaning				

Motivation for School Learning				
Skill	**1. Never**	**2. Occasionally**	**3. Usually**	**4. Most of the time**
Is keen to learn				
Chooses to look at books				
Takes pride in work/ learning				

Using Established School Learning Behaviour				
Skill	**1. Never**	**2. Occasionally**	**3. Usually**	**4. Most of the time**
Behaves as part of the class when lining up or doing whole class activity				
Stays within class boundaries for the whole day				
Is aware of and responds to other children's needs in the class (e.g. being quiet, moving carefully, helping if hurt)				
Sustains respect for classroom/ school property				
Sits appropriately for lesson duration				
Focuses on task for lesson duration				

In order to give an overall assessment of the child's 'readiness for learning' identify the 'Best Fit Indicator' by choosing the number/outcome which has been most frequently highlighted in the review.

Best Fit Indicator	**Term 1**	**Term 2**	**Term 3**	
Main Focus for Child				
Additional Comments				

Summative Evaluation of the Induction Programme

Name of Pupil:	
Date of Evaluation:	
Name of staff completing review:	

Discuss how child is settling in to school including progress making friends, relationships with teachers, progress with classwork etc:
Circle below the statement which best describes whether the child is happy and settled in school

Yes	Okay	No

Additional comments:

From the child's perspective:

I am good at: _____

_____

_____

Have these meetings (sessions) helped you?

(Please circle)   Yes   No

In my new school I need more help with: _____

_____

What has helped you settle in our school?

_____

_____

_____

Can we do anything else to help you settle in and enjoy school?

_____

_____

_____

End of Induction review

A Progress Review should be undertaken by a member of the teaching team approximately six weeks after the pupil was admitted into school.

Name of Pupil	
Date of Induction	
Name of staff completing review:	

Please comment on all relevant sections:	
Behaviour and Relationships:	
Attainment and Progress:	
Progress towards fluency in the language of the curriculum	
Special Educational Needs progress (iff applicable)	

School and Family Learning Contract

What's Working — promoting the integration of Roma in and through education

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Guidance for use

The School and Family Learning Contract is intended to develop partnerships between home and school. It is intended to foster joint responsibility and recognition of the roles that both home and school play in the academic learning of the child. The process by which the agreement is reached and the collaborative monitoring, aim to empower children, parents and school to identify and develop their important roles. The forming of a parental contract inspires commitment and engagement from all partners. The formality of this contract is intended to support gathering of outcomes and give ideas for initial conversations with parents and school. It should not be used prescriptively; rather the tool should be used informally and flexibly in line with the needs of the child and family. The contract is intended to develop a debate about formal education between the school and the parent. It is not intended that parents should make a commitment to all areas but only those that are realistically achievable for them.

The following conditions are necessary:

* Family agrees to actively participate in the contract
* Each family is allocated a Roma Mentor, enhancing communication and engagement between the family and school
* Each family is contacted weekly to discuss attendance of children and support with homework (as appropriate)
* Each family receives reminders about and encouragement to attend school events, promoting involvement of parents
* Each child receives extra support from a Romani speaker in school (if appropriate)
* Each family receives homework packs and resources to promote family learning
* Each child takes the completed family learning activity or a photo of it, in to school to show teachers for appropriate praise and to support planning of next family activity
* Where possible children are supported to attend after school clubs and clubs are set up in school in response to requests from children.

The Contract consists of the the following strands:

Parental Outcomes

* Supporting homework
* Supporting learning at home
* Engaging in their own learning

Pupil Outcomes

* School Attendance
* School Participation
* Community Participation

Each strand is divided up into elements. The parent will commit to the elements which they think are realistic for them. Discussion between child, family, school and Mentor may result in new elements and indicators/targets being identified. These should be added to the contract.

Grant Agreement Number- 2011-4782/008-001

Lifelong Learning

Family name:		Child's name:		School:		
Beneficiary	Strand	Element	Indicator/Target	Support	Who	Outcome/Comment
PARENT / KEY ADULT	Engaging with school routines	Supporting reduced lateness				
		Supporting reduced absence				
		Informing of absence				
		Paying all moneis on time and regularly				
		Attending parents evenings				
		Initiating communication with teachers				
		Attending school events				
		Taking up school offers/ courses				
		Making resources or display in partnership with school				
	Supporting Homework	Providing place for school books and pens				
		Supporting with needs at study time				
		Talking to child about work doing				
		Looking at finished work and being impressed				
	Supporting Learning at Home	Talking to children about day in school				
		Doing activity together with awareness of learning				
		Doing home school family learning activity				
	Engaging in own learning	Learning from children				
		Going to library or learning event				
		Attending a course				
PUPIL	School Achievement	Improved Maths				
		Improved English				
		Improved Science				
	School Attendance	Improved Punctuality				
		Improved Attendance				
	School Participation	Taken on school responsibility (prefect/ buddy etc.)				
		Attend school club				
	Community Participation	Visited library or local event				
		Attend club or library regularly				
SCHOOL	Engagement/ Participation	Parents-informed and have equal access to information and events				
	Achievement	Young people - Additional support				
	Appropriate homework	Through consultaion school plans and monitors homework in partnership with children and parents.				
	Parental Involvment	School plans for parents to be involved in school project/ display/ day				
	Enrichment Activity	Flexible systems to include children				
	Specific Enrichment Activity	Consult with children and set up a new enrichment activity in response				

AGREED BY:	Print Name	Signature or Photo	
Parent/ key adult			
Pupil			
School			
Role Model/ Mentor			

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