

<i>Tags: Young people; Country: Romania; Language: English; Year: 2012; Event: ESN Seminar (Rome)</i>	
Programme's name:	Scholarships for Roma students in secondary school
<u>Organisation / Country:</u>	Resource Centre for Roma Communities
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<u>Contact:</u>	Borbala Kovacs: kovacsb@ceu.hu Resource Centre for Roma Communities
<u>Summary:</u>	<p>Background: the Romanian public education system</p> <ul style="list-style-type: none"> • To understand the socio-educational context of the project, the enrolment rates across different educational levels and age groups is very enlightening. • The data for the enrolment of students, notably the comparison between Roma and non-Roma students, come from the UNDP (2002) data, OSI 2007 report <p>The project “Scholarships for Roma students in secondary school”</p> <ul style="list-style-type: none"> • The project provides scholarships for Roma students in secondary school to retain them in school, to improve their education performance and to increase their later chances in life, including entry to university. • The project involves not only the families, but also mentors to give role models for the Roma children and teach them with new learning strategies and methods. <p>Mentoring:</p> <ul style="list-style-type: none"> • Mentors can be very important for a young person’s emotional support in the mediation with the school and the family. It assists in facilitating guidance, giving encouragement, and improving self-esteem. • Mentoring (one-on-one or small group mentor-student encounters focused on personal development)

	<ul style="list-style-type: none"> ▪ through trained mentors (teachers, school psychologists, other support staff): available to students from “disadvantaged” backgrounds ▪ available year-round (including holidays), esp. through face-to-face meetings ▪ to incorporate home visiting and discussions with family and significant others ▪ mentoring should be paired with some “reward” (e.g. financial) as to avoid stigmatisation, notions of deficiency or “need” <p>Parent support:</p> <ul style="list-style-type: none"> • Parent support needs to be included from early on and should be facilitated by trained staff. • Family support to children can be very helpful, especially if the husband is included. If the support is sustained, genuine and multi-layered (emotional, financial, practical), it yielded positive effects and helped to overcome crises. Such forms of family support can fuel a young person’s self-esteem and help to focus on personal and academic goals. <p>Peer support in learning:</p> <ul style="list-style-type: none"> • Peer-to-peer support is actively encouraged by mentors and teachers. • Students benefit if teachers show flexibility regarding expectations towards performance as well as towards assignments (and possibly attendance) on a case-by-case basis. <p>Support in exercising social rights:</p> <ul style="list-style-type: none"> • School managers on behalf of students may liaise with an in difficult family circumstances for accessing information, social entitlements, and other rights and eligible support.
<p><u>Issues:</u></p>	<ul style="list-style-type: none"> • Whilst not unseen, academic pathways are generally rather atypical for people with a Roma background. • <i>Drop-out:</i> While drop-out is being regretted, often the attained educational level (e.g. “I was in school for ten years.”) is seen as a “success” and as source of personal/family pride.

	<p>Roma students in the Romanian public education system</p> <ul style="list-style-type: none"> • Absenteeism: enrolment levels among Roma students are lower than among non-Roma <p>Pre-school <i>Enrolment rate: overall population</i> 65 percent (2001) (NSI) <i>Roma students' enrolment rates</i> ~ 20 percent (2001) (OSI)</p> <p>Compulsory <i>Enrolment rate: overall population</i> 94 %* (2005) (UNDP/REF) <i>Roma students' enrolment rates</i> 76 % (2005) (UNDP/REF)</p> <p>Secondary <i>Enrolment rate: overall population</i> 69 percent * (2005) (UNDP) <i>Roma students' enrolment rates</i> ~ 21 percent (2002) & 17 percent (2005) (UNDP)</p> <p>School dropout higher among Roma students and estimated at around 12-20 percent (mid-2000's, data from OSI / NSI) during first eight years of schooling, but unclear how much higher over time</p> <p>Educational attainment (OSF Romania 2007 survey data)</p> <p>Education level attained - No education at all <i>Non-Roma</i> 0.8 percent <i>Roma</i> 20.9 percent 25.6 percent illiterate (2002 Census)</p> <p>Education level attained - Compulsory (10 grades) <i>Non-Roma</i> 25.3 percent <i>Roma</i> 12.6 percent</p>
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	<p>Education level attained - Upper secondary</p> <p><i>Non-Roma</i> 42.4 percent</p> <p><i>Roma</i> 4.3 percent</p>
<u>Resources:</u>	n. a.
<u>Objectives:</u>	<ul style="list-style-type: none"> • Supporting 275 Roma secondary school students' academic excellence and improve their school attendance and academic results, 2007-2011 in central and north-western Romania (12 counties) • Piloting new methods of support for Roma secondary school students which combines a scholarship with individualised regular assistance in school matters and learning as well as mentoring • Improving implementation of financial support programmes for secondary school students of the Romanian Government
<u>Outcomes:</u>	<ul style="list-style-type: none"> ▪ 338 student beneficiaries, of whom 72 dropped out or from whom the scholarship was withdrawn due to poor academic results. ▪ 50 percent had progressed into tertiary education by summer 2011. ▪ Additional 87 students received academic support for preparing the Bacalaureate, which increased their chances to enter a university. ▪ 100 hours of training for 60 mentors ▪ Creation of a Roma student organisation in Baia Mare ▪ Better motivations for learning & higher self-esteem
<u>Evaluation:</u>	n. a.