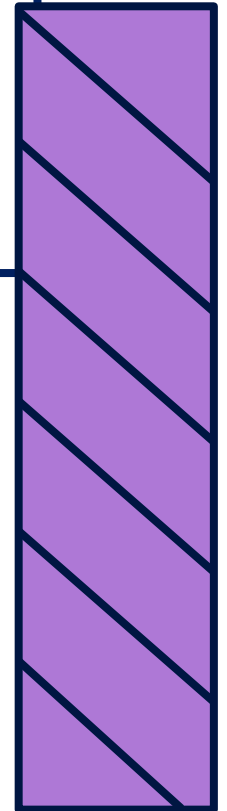


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IO1.A2: Collection of Good Practices

Project Functional Basic
Education of Adult Roma



Project n°: 2020-1-PT01-KA204-078631

SAFE SPACES FOR LEARNING





Project Functional Basic Education of Adult Roma

A short presentation of the project:

Institute for Pedagogy and Andragogy, Faculty of Philosophy Belgrade as an experienced institution for research in adult learning and education. created a programme that should offer a possibility to address the literacy problem on a national level, by creating the network within the system of education, which should be able to meet the specific needs of basic education for the Roma population.

The programme was created in summer 2005, with the duration of 2 years, as the pilot programme in 11 cities all around Serbia, with an intention to expand the network to the whole country later. The programme should be considered relevant today too, since it has helped in creating the relevant educational formal framework.

The programme has the pilot character, with the aim to test the model of functional basic education on the group which faces the most complex situation in Serbia – the group of adult and out-of-school youth, especially women -- as primary beneficiaries. Later on, this programme should be able to adapt the model of basic adult education for further beneficiary groups (other ethnical minorities, rural population, persons with disabilities etc). Most important aspects of the programme included: literacy and basic education programme combined with vocational training, new curriculum for literacy and basic education programme was created in order to be more close and related to the real needs of the target group, and new subjects were introduced in order to provide students with relevant social and professional competencies and life skills.

Project has established many partnerships such as Ministry of Education and Sport and Ministries of Work and Social Policy, Ministry of Human and Minority Rights, National Employment Agency, Local Employment Offices, Roma National Council, Poverty Reduction Office, Society for Adult Education NGO, Roma NGOs, Elementary Schools, Schools for Elementary Education of Adults, Secondary Vocational Schools, Regional Training Centers.

The total numbers of 275 students have enrolled the class, among them 32% women and girls. The retention rate within this specific population was 75%. Of all the students who participated in the programme 90% have finished elementary school (obtaining the state recognized diploma) and vocational training (obtaining the qualification and recognized certificate).



Aspects that make this practice a good example of safe learning space:

The project aimed to provide quality education for participants in the programs, creating a curriculum in accordance with scientific principles in working with adult learners. Also, the program was created in accordance with the needs of students, and was constantly adapting to the local needs of these specific groups, their family and work requirements. Additionally, the whole curriculum was adapted according to the specific age group, their needs and habits, all basic subjects within the primary education curriculum passed the revision, and adaptation in line with needs of this specific group.

Programme has also established a network of trained Roma assistants coming from local communities with an aim to help students with school materials as well as to be additional support within the family environment. This has been especially important since within these populations addressing the cultural relation towards learning and education, has helped learners and whole families to better understand the project and its value and has created a safe learning environment. The learners were participating actively in the social activities of different kinds, active in job-seeking, some of them already got the job (in one case the whole class!), many of them are for the first time officially registered and obtained identity documents, they got social and health insurance, in many classes the whole families came together to join the programme etc.

During the project monitoring and evaluation of the project additionally helped in providing safer space for the learners. In evaluation surveys and feedback from Roma assistant project leaders were constantly in touch with participants' needs and progress, addressing the issue on the local level, within schools.

The value of learning and education was increased among Roma communities, some common actions (such as public works) were organized in some communities and villages, and the issue of education of marginalized and vulnerable groups received public attention.

Exploring the cross-border transferability:

Since the programme aimed to reform the educational system and addressed some of the major social, economical and political problems of marginalized groups, the project had to deal with the different aspects of life and work of those groups. This problem was tackled by intensive cooperation with various institutions. There was also a big problem with the old-fashioned educational system – lack of relevant legislation, insufficient financing mechanisms, lack of high-quality providers and programmes...Project has showed that creating this expansive programme, curriculum and network of actors can address the problem of basic adult education within specific groups such as Roma, other minorities, marginalized women etc.



State institutions and organizations are more open and involved in making education accessible for marginalized groups, some synergy effects were achieved (main actors in Roma education are connected and networked), and the model of the programme has been “transferred” to other countries in the region. Additionally, a network of actors showed the potential in expanding the right example of accessing the needs of vulnerable groups using scientific principles in adult education and support from the local communities.

Contacts and links for further reading:

https://razmenamaterijala.webs.com/FOOOR_ENG%20web.pdf

<https://www.aes.rs/wp-content/uploads/2016/02/FOOO-CIP.pdf>

