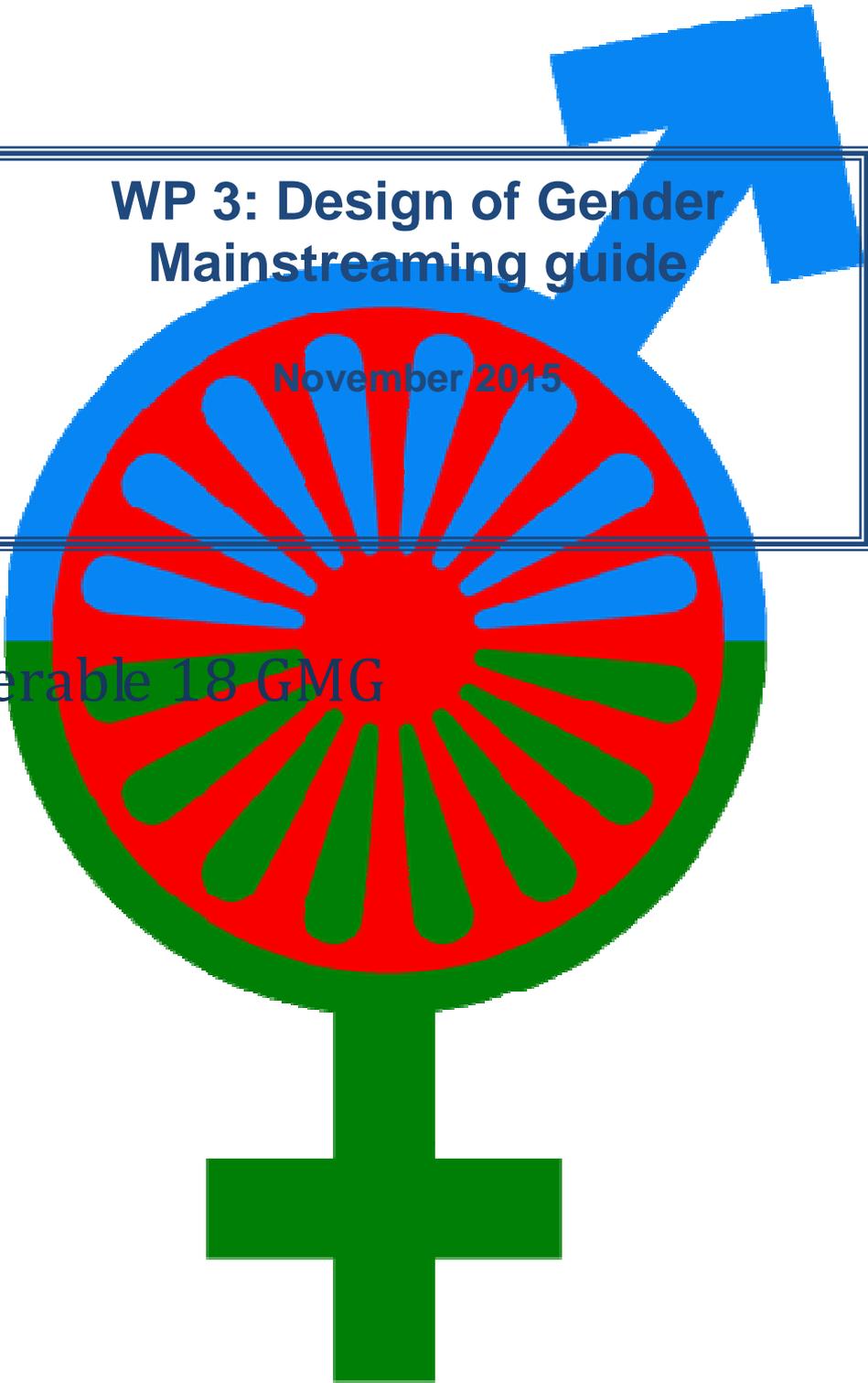BARABAL
Gender mainstreaming in Roma Education

WP 3: Design of Gender Mainstreaming guide

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GENDER MAINSTREAMING GUIDE (GMG)

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INTRODUCTION

Presentation barabal project

The Project Barabal aims at improving the access and stay in lifelong learning of Roma girls, youth and women in socio-economic disadvantage in Europe by integrating a gender approach into the policies, programmes and work methodologies related to improving education of Roma in social exclusion.

The general aims of the Project are:
- To contribute to the improvement of levels of education access, stay and success of Roma population, especially female Roma population in social exclusion in Europe.
- To contribute to the improvement of literacy and basic skills of Roma women in social exclusion.
- To support policies, programmes and initiatives of prevention, monitoring and control of absenteeism and education failure of Roma girls in social exclusion.
- To contribute to the access to lifelong learning of Roma girls and women in social exclusion in Europe.
- To promote the stay and transition to following educational phases/stages of Roma girls, young and adult women in social exclusion.
- To contribute to the awareness and empowerment of Roma women about their rights, skills and abilities to participate actively in their society and community.
- To empower young Roma women and men as actors for change and equality within their community and environment.
- To reinforce knowledge and awareness about Roma culture, history and diverse situation in Europe

Aim and objective of GMG

The project aims at contributing to the achievement of these general aims through the integration of gender equality analysis, mainstreaming and intervention and mediation programmes and practices with the following concrete objectives:

- To analyse the access and stay of Roma population in social exclusion with a gender perspective.
- To provide with the necessary guides, tools and methodologies to mainstream gender equality into the programmes and work methods related to education of the organisations addressing Roma.
- To introduce the gender perspective into mediation with and by Roma.
- To improve skills in gender equality and education mediation of educators and mediators.
- To involve Roma women and men from the community in the promotion of gender equality and the importance of education and family involvement in the educational process, promoting a model of participation among parents and encouraging more family leadership.
- To improve the relationship between Roma families and schools.
- To reinforce the coordination between the different stakeholders and actors involved in education of Roma population and addressing Roma women and girls.
- To create and consolidate positive male and female references/models for gender equality and education among young people from the Roma community.
- To enhance the participation of Roma women and men in social exclusion in the analysis, design, implementation and evaluation of programmes and work methodologies on education and gender.
- To enhance the participation of Roma youth in social exclusion in the analysis, design, implementation and evaluation of programmes and work methodologies on education and gender.
- To design and implement an action plan of lifelong learning mediation and counselling in each territory.
- To encourage and facilitate reflection about gender stereotypes and roles and co-responsibility *Gender mainstreaming in Roma Education / Barabal* within Roma community.
- To promote habits of co-responsibility, conciliation and equality between Roma women and men

Structure of the GMG

- General part
- Specific part based on pilot actions

This Guide will distinguish the following levels of intervention:

1. Education programmes coordination and programming.
2. Coordination with educators, centres and other actors.
3. Working with families and the community.
4. Working with Roma girls and boys.
5. Working with Roma young girls and boys.

The Guide include the following items:

i. Needs addressed.
ii. Set of measures by areas/axes of intervention.
iii. Description of activities and work methodology.
iv. Actors and resources needed.
v. Monitoring and evaluation system, including indicators and tools.
vi. Proposal of training contents.
vii. Methodology for monitoring and evaluation of pilot implementation phases.

PART 1. GENDER MAINSTREAMING

Gender Mainstreaming: definition and policy approach[1]

This study utilizes the definition of gender mainstreaming developed by the Council of Europe: "Gender mainstreaming is the (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policymaking" (Council of Europe 1998: 12).

However, to better grasp the approach to gender mainstreaming study in Barabal project, it is worthy to highlight that the experts of the Council of Europe elaborated a broader conceptualization of gender mainstreaming far more encompassing that the synthetic definition that we have mentioned. Gender mainstreaming ultimate aim is to transforming gender relations in the direction of gender equality' (Council of Europe, 1998: 14). Gender equality means an equal visibility, empowerment and participation of both sexes in all spheres of public and private life.

Gender mainstreaming has been developed within the 'Gender and Development' paradigm, as one of the main results of the 1995 United Nations (UN) Beijing Conference, in which EU played a significant role. It had challenged the 'Women In Development' perspective that, focusing on exclusion of women from the development process, created specific projects for women. The attention on gender does not put in discussion women as the central subject, but focuses on gender. The starting point of intervention relies on recognizing that improving women's status requires analysis of the relations between men and women, therefore gender equality perspective has been introduced into all policies. The aim was to transform society and obtain social justice for all people (Debusscher, 2010). Gender Mainstreaming approach stresses 'the shared responsibility of women and men in removing imbalances in society' (Council of Europe, 1998: 18), applying a transformative perspective to change the discriminatory gendered society.

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[1] Source: Council of Europe (2004) Conceptual Framework, methodology and presentation of good practices.
http://www.coe.int/t/dghl/standardsetting/equality/03themes/gender-mainstreaming/EG_S_MS_98_2_rev_en.pdf

Gender mainstreaming perspective intends to challenge the gender equality approach that is still widely present in Europe giving girls and boys, women and men, de jure equal rights, equal opportunities, equal conditions and equal treatment in all fields of life and in all spheres of society. Adopting a gender mainstreaming approach means to recognize that equality de jure does not automatically lead to equality de facto. Women's and men's living conditions are very different. The main point is not the mere existence of such differences, but the fact that these differences should not have a negative impact on the living conditions of both women and men, should not discriminate.

Gender is a socially constructed definition of women and men. It is the social design of a biological sex, determined by the conception of tasks, functions and roles attributed to women and men in society and in public and private life. It is a culture specific definition of femininity and masculinity and therefore varies in time and space. The construction and reproduction of gender takes place at the individual as well as at the societal level. Both are equally important. Individual human beings shape gender roles and norms through their activities and reproduce them by conforming to expectations. There is a growing awareness that gender has to be considered also at a political and institutional level. Policies and structures play a very important role in shaping the conditions of life, and in doing so, they often institutionalize the maintenance and reproduction of the social construction of gender (Gender and power: Society, the person and sexual politics. Connell, R. W. Stanford University Press. (1987)).

A history of discrimination and restraining roles is unconsciously written into everyday routines and policies against them and should contribute to an equal sharing of power in economy, society and policy-making processes (Council of Europe, 2004. Gender mainstreaming. Conceptual framework, methodology and presentation of good practices. Final report of activities of the Group of Specialists on Mainstreaming).

Gender mainstreaming is the core aspect of the European political strategy towards gender equality. Therefore it is not a goal in itself but a tool to foster human rights as well as socio and economic development. As stated in the European Union Treaties, equality between women and men is a fundamental principle of the EU and is one of the its objectives and tasks. Mainstreaming the principle of equality between women and men in all its activities represents a specific mission for the Union2.

The commitment to gender mainstreaming has been confirmed in the European Pact for Gender Equality 2011-20204 adopted in March 2011. Moreover on September 2010 the European Commission adopted its new Strategy for Equality between Women and Men 2010-20153 which identifies "governance and tools of gender equality" as a horizontal priority issue and underlines the importance of strengthening cooperation with the relevant institutional stakeholders.

Gender mainstreaming implies a reorganization of all phases in policy process to guarantee that women and men can influences, participate in, and benefit equitably from all interventions. In so doing gender equality became part of the planning, implementation, monitoring and evaluation steps. Gender mainstreaming aims to give both sexes equal visibility, empowerment and participation in all spheres of public and private life4.

Gender mainstreaming focuses on transforming structures and processes, arguing that such institutional change is necessary to establish gender equality ((Grosser and Moon, 2005; Lombardo and Meier, 2006; Plantenga et al., 2007; Verloo, 2006). Implementation of gender mainstreaming has faced several barriers (Plantenga et al., 2007), and among these the economic crises has definitely limited its development. Not adequate attention has yet been focused on gender mainstreaming as part of responses to crisis.

To tackle long lasting imbalances between women and men, gender mainstreaming implies a structural reorganization of policy cycle, addressing structural character of gender inequality, overcoming isolated positive actions approach.

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[2] Articles 2 and 3(3) TEU And Article 8 TFEU

[3] 13767/10.

[4] Eige, 2011

Applying the gender mainstreaming requires an in depth knowledge on gender perspective that will be part of structural part of policy.

Incorporating gender equality perspective in existing policy is the goal of gender mainstreaming.

Gender Mainstreaming in Education

While the field of education has recognized that fighting gender stereotypes and segregation in the labor market and granting greater gender equality as a whole should be of primary concern (European Association for the Education of Adults, 2007), gender differences and inequalities are nonetheless still present in the field both in terms of performance as well as subject preferences (Lynch and Feeley, 2009), and with economic consequences too as gender inequality has been proven to lead to decreased levels of investment in human capital (Klasen and Lamanna, 2009). The problem of gender inequality in education is a historical one; in fact, up to the 1980s the attainments of women and men were markedly different, and it is only recently that thanks to social change women have been able to reach and even top men's achievements.

Therefore, while today's society has experienced both gender patterns, especially the older population, are destined to fade (Walby, 1997). In most approaches education is taken as the case study from which to examine the status of gender equality in a society, as equality can be defined as the ability to learn as equals (Baker et al., 2004), and to learn as equals people must have access to the same educational opportunities, must be enabled to fulfil personal talents and capabilities, and must be assured an occupation to their satisfaction.

The EU has also emphasized in several polity documents the importance of gender equality in education, for its impact on fostering human potential and reducing the risk of unemployment and social exclusion (Council Resolution, 2007/C300/01). The targets on educational attainment set by the EU for 2020 include increasing from 31% to at least 40% the number of people aged 30-34 who have completed tertiary education and reducing from 15% to 10% the drop-out rate (IP/10/225).

The European Pact for Gender Equality (2011–2020) (7349/11) also emphasized that in the EU gender equality must not simply mean equal participation and equal success but also the removal of bias from educational paths, disciplines, and professions which are currently heavily segregated due to gender stereotypes affecting the economic independence and life choices of many women (Women's Charter, 2010; COM(2010) 78 final).

The key focuses of European policy remain the promotion of non-traditional education paths in order to encourage equal opportunities, and of lifelong learning in order to foster adaptability, employability, active citizenship, and personal and professional fulfilment by all citizens (Council 2002/C 163/01). Currently, a gap in digital literacy and an increased need for ICT professionals have been identified by the Digital Agenda for Europe (COM(2010) 245 final/2), which could be filled by making the field more attractive in general and to young women in particular. As highlighted in Europe 2020 (IP/10/225), the EU can and must foster smart growth by intervening in the domains of education, training, and lifelong learning.

1. **Educational attainment** is directly related to labor market participation and economic independence and is thus of special gender concern because, contrary to the past, increasingly more young women reach now at least upper-secondary school and even are the predominant gender in terms of university graduates in the EU (European Commission, 2011).
Boys usually achieve lower levels of literacy because masculinity dictates that one must not be good or committed in school (Phoenix, 2009) while girls get higher grades and perform better on exams, making it easier for them to be accepted into university. Such gender-based attainment patterns are important to take into account when considering gender equality and can be compounded by social class, ethnicity, or membership to other minority groups.

2. Despite the increased feminization of education, **segregation** is still present in some fields of study, referring to the unequal representation of women with respect to men – while the opposite is not true, due perhaps to the risk of stigmatization. While most gender equality policies focus on the study choices of girls, rather than on that of boys (Eurydice, 2010), it can still be observed that the fields in which segregation is most present are those of science, technology, engineering, and mathematics while those in which segregation has decreased are medicine and law. At the same time, education, social sciences, and humanities are still fields over-preferred by women (Lynch and Feeley, 2009). Unfortunately, such preferences are less conducive to the labor market than those of men, thus strengthening its patterns of vertical and horizontal segregation (Annandale and Hunt, 2000).

3. Formal education first develops the personal skills and competences which will then be expanded throughout formal and informal **lifelong learning**, leading to participation in the labor market, communities, families, and politics and an overall improvement in the quality of life. While lifelong learning is still gender segregated in terms of access, participation, and outcomes (Leathwood and Francis, 2006), by examining key competences of lifelong learning such as the level of proficiency in language or digital activities (European Commission, 2007), it can be observed that women are over-represented in this area of education (European Association for the Education of Adults, 2007). In summary, gender differences begin from the primary educational attainments of individuals and are strengthened by the segregation they encounter across the various fields, leading to very different outcomes when it comes to participation in the labor market, society, and further/lifelong learning, and thus resulting in significant gaps between men and women in terms of knowledge.

Gender Mainstreaming intersecting inequalities

There may be other features of men and women besides their gender that influence their individual experience as not all men or women are alike. Intersecting inequalities deal with the combined effect of gender with such features, exploring gender gaps among different groups, especially vulnerable or marginalized ones. Being part of Roma ethnic minority increase inequalities for Roma women: they suffer multi discriminations as women and as Roma. Apply an intersectional approach brings to lights several discrimination and challenges to introduce gender mainstreaming in Roma education.

The enactment of the Treaty of Amsterdam in 1997 (97/C 340/05) broadened the notion of discrimination to include not only grounds of nationality and sex but also of race and ethnicity, religion and belief, age, disability, and sexual orientation, and allowed for the first time to tackle such grounds not only separately but also by looking horizontally at multiple discriminations (Kantola, 2000). Since then, the principle of intersecting inequalities has been preserved in EU Treaties. Article 10 of the Lisbon Treaty (2007/C 306/01) further asserts that the EU shall fight discrimination rooted in sex, racial or ethnic origin, religion or belief, disability, age, or sexual orientation grounds, while Article 19 declares that the EU may take appropriate action to fight such discrimination. Similar principles are also promoted by the Charter of Fundamental Rights of the European Union (2000) (2000/C 364/01), where it is stated that non-discrimination should be observed on the grounds of sex, race, color, ethnic or social origin, genetic features, language, religion or belief, opinions, membership of a national minority, property, birth, disability, age, or sexual orientation (Art 20–26). Other international documents, such as the BPfA, rely on the concept of intersectionality by vowing to 'intensify efforts to ensure equal enjoyment of all human rights and fundamental freedoms for all women and girls who face multiple barriers to their empowerment and advancement because of such factors as their race, age, language, ethnicity, culture, religion or disability, or because they are indigenous people' (paragraph 32, BPfA).

Even going as far bas as to the Universal Declaration of Human Rights we can find the same emphasis, as Article 2 stipulates that 'everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status' (Universal Declaration of Human Rights, 1948).

In other key documents of the EU's policy on gender equality, different groups of women are considered with a special focus on 'older women, single parents, women with a disability, migrant women and women from ethnic minorities' (Commission's Strategy for equality between women and men 2010–2015) (COM(2010) 491 final). Such approach thus focuses on the differences and inequalities within the classes of concern rather than the potential multiplicity of characteristics (McCall, 2005). Therefore, different groups particularly affected by gender inequalities and 'double discrimination' (Roadmap for equality between women and men 2006–2010) (COM(2006) 92 final) are often taken into consideration when transmuting the objectives of gender inequality into specific variables and indicators aimed at measuring the extent of gender equality. Indeed, it is important to take intersectionality into account and ground policy strategies on the distinctiveness of groups rather than their similarities alone (Verloo, 2006). The difficulty lies in the fact that while in terms of diversity it is not sufficient to focus merely on the dichotomy of gender, it is also true that the number of additional, intersecting categories is potentially as large as that of the population of interest, a problem compounded by practical issues such as identifying the realms of gender equality that can be examined via an intersectional approach. Applying an intersectional approach, the present study focuses on Roma education in order to introduce gender mainstreaming in education.

Gender mainstreaming in Roma Education

The Roma citizens are one of the most marginalised groups in the EU, facing diverse and interconnected social problems. Roma women are more likely to experience social exclusion than both Roma men and women in the majority community. Roma women are particularly vulnerable and suffer disadvantages such as limited access to employment, education, health and social services. They are often victims of double discrimination: discrimination on the grounds of gender and ethnic origin. This multiple and complex discrimination together with poverty, that have external as well as internal dimensions, brings about important barriers to the personal development of Roma girls and women and their full participation in many spheres of social life, as employment, healthcare, housing and education attainment.

Illiteracy, lower levels of education and lack of skills transferable to today's labour market severely compromise prospects of finding quality employment. This situation combined with prevalent ethnic discrimination, means that Roma find it very difficult to find a job which generates even greater social exclusion from many Roma and specially for many Roma women. At the same time, the lower educational level of Roma women is particularly negative as it affects future generations.

In general terms, it is widely recognised that gender-based discrimination in education is both a cause and a consequence of deep-rooted disparities in society. Poverty, geographical isolation, ethnic background, disability, traditional attitudes about their status and role all undermine the ability of women and girls to exercise their rights.

Thus the integration of gender equality approach in education mediation with Roma population in social exclusion clearly is affected by and impacts on other related and crucial issues, such as family cohesion, socio-economic situation, health, housing, participation and, especially, employment.

It is known that skills, knowledge and behavioural/emotional attitudes are linked to gender approach and that those qualities can be fostered and nurtured through learning processes as well as through other socialization processes, especially within the family and the community.

The prevention, monitoring and control of absenteeism are directly linked to the ability of providing Roma and non Roma children with comprehensive and innovative educational methodologies with an equality approach. This will increase their opportunities in life especially of female Roma population in terms of further learning, quality employment and participation in all spheres of life.

Also achieving the strategic objective "promoting equity, social cohesion and active citizenship" of the European Education and Training (ET 2020) strategic framework. Inter alia, the wider results of the project will be to enhance levels of education access, stay and success of Roma population and a higher level of literacy and basic skills of Roma women in social exclusion. These will contribute to employability and to foster further learning of roma population, especially women.

Roma women on many occasions face more complex forms of discrimination and exclusion, on the grounds of belonging to a minority which historically suffers from socio-economic exclusion in Europe combined with the gender discrimination within the majority society as well as within the Roma community.

In terms of **education**, all over Europe, lower levels of education of Roma girls and women stands out. Different reports highlight also the high levels of illiteracy of Roma women, which is 15 times higher than that of the non Roma and doubles the rate of illiterate Roma men. Illiteracy, lower levels of education and lack of skills severely compromise prospects of finding employment which generates even greater social exclusion for many Roma and especially for many Roma women. At the same time, the lower educational level of Roma women is particularly negative as it affects future generations.

This is why **Roma organisations in Europe** are working and fighting for a greater access in education as the key for social promotion and overcoming of social exclusion for both Roma women and men.

The external barriers to Roma girls' access to education in many instances combine with **internal barriers within the family and the community**. Roma girls are more likely to leave education at earlier ages than boys, especially in the transitions between primary and secondary education, due to their family, household and care responsibilities and expectations within families and community. Thus one of the main factors of gender discrimination in society is **the unequal distribution of responsibilities and acceptance of gender related roles and stereotypes**, women taking out the main responsibilities related to household, care and family.

This unequal division of work, tasks and responsibilities between women and men in the general society often becomes more pressing in Roma community, where the traditional care-giver role of Roma girls and women and their unequal position within family becomes an important obstacle to their education and development and participation in all spheres of life.

As integrated at public policy, **gender must be integrated at all levels of education**, from early childhood to higher education, in formal and non-formal settings and from planning infrastructure to training teachers. The goals established by UNESCO for 2015 in its Programme Education for All reflect the need for this gender equality perspective in lifelong learning.

The need for **gender mainstreaming in education** is clearly recognised by **European institutions**. In its Recommendation (CM/Rec/2007/13), the Committee of Ministers recommends, among other measures for gender mainstreaming at all levels of education,:

- promoting specific measures for girls and boys from groups whose customs and culture make for early school-leaving, and focusing parents' attention on this issue;
- promoting specific measures for young people from disadvantaged groups, both boys and girls, who drop out and/or face social exclusion;

The European Commission has also established as a basic principle on Roma Inclusion, the importance of awareness of the gender dimension and recommends taking into account the needs of Roma and circumstances of Roma women and the crucial role of Roma women in promoting inclusion and, consequently, the need for their active participation and leading role in the design, implementation and evaluation of policies and activities. (European Commission: Vademecum. The 10 Common Basic Principles on Roma Inclusion).

Gender equality policies and strategies at national level in the EU and, in particular, in the countries involved in the partnership, also recognise the need for gender mainstreaming into all areas, including education. At the same time, the need for gender mainstreaming is established in national Roma strategies and policies in EU member states.

The **situation of Roma women is not homogeneous**, neither Roma culture nor values are static, but in a process of constant transformation, as in general society, bringing about important transformations in the realization of citizenship rights, participation in society and equal opportunities through their own identity. Many Roma women in Europe today, especially young girls, feel in conflict between their responsibilities towards family cohesion, culture and traditions maintenance as part of their identity and the need of social promotion and overcoming social exclusion. Roma women and activists in Europe are questioning and challenging the gender roles and assumptions of the traditional culture and demand for more equal opportunities for both girls and boys and the concerns of Romani women to be effectively mainstreamed throughout policies and frameworks at national and EU level.

As identified by the partner organisations and main stakeholders, the transformation towards more equality between Roma women and men in a more vulnerable situation, requires changes in favour of a more equal model of life and co-responsibility. The challenge is to show that all, men and women, can benefit from a more equal society based in the recognition and valorisation of differences and the individual and community needs. And in order to be more co-responsible, men must be able to meet responsibilities as women can not continue to be exclusively responsible for the changes required in order to overcome social exclusion and requires from the active participation of the other half of the population. This is why, this project brings about the **awareness and active participation of both women and men**.

In addition, personal changes towards equality and co-responsibility require working from early ages, becoming **young** Roma men and women a key potential for transformation as positive reference agents for social change in this process within families, their community and their own school environment.

Therefore, the Project Barabal focuses on the following needs and challenges in order to overcome discrimination and social exclusion of Roma girls and women as identified by the partners based on achieved outcomes and barriers identified in former projects :

- The integration of gender perspective into education of Roma policies, programmes and practices.
- The recognition of diversity and changes brought about by Roma women to European society.

- The valorisation of women's role played within family, community and their voice in society and media.

- The promotion of awareness about the gender inequalities and its consequences within Roma community
- The promotion of awareness about the need for co-responsibility and shared conciliation between men and women.
- The awareness and active participation of both men and women in order to promote education, overcome social exclusion and work towards a more equal society.
- The active participation of Roma youth in the promotion of gender equality and education.
- The valorisation of gender equality among Roma to the decision-making structures at regional, national and local level.

Gender Study main results and recommendations

Based on the results of the gender study, introducing gender mainstreaming in Roma education faces three main challenges:

1) At macro level the limitation in implementation process concerning gender mainstreaming in society and education targeted to all members of society. Moreover at macro level, Roma communities members suffer discrimination by the main society. Actions should be fostered both to support gender mainstreaming in education for all members of society and at the same time tackling discrimination that Roma communities members suffer from main society. These actions would call for innovation in regulative and institutional educational

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framework with a focus on increasing coordination in education programmes and programming.

2) At micro level each educational system, and therefore each school develop a specific approach to gender and to relationship between Roma and non Roma students, as well as between Roma and non Roma girls and Roma and non Roma boys. Within this context gender discrimination and discrimination against Roma are interwove and according to intersectional approach Roma girls have the most disadvantaged position with higher risk of facing severe barriers in their educational path. At meso level, therefore, an increasing coordination among all the stakeholders and protagonist of educational system need to be enfostered.

3) At micro level Roma girls and Roma boys face several barriers in education as emerged in this gender study, therefore specific actions would be necessary to support Roma girls and Roma boys in their education through actions specifically targeted to Roma families and Roma communities.

Despite the efforts to integrate gender into all policy decisions, legal frameworks, activities and programmes, gender mainstreaming is still facing several barriers to be fully implemented in all European countries. Analysis from the EIGE report shows that the extent of gender mainstreaming activities varies significantly between organisations and across Member States. Moreover, progress in all "Member States is patchy, countries can leap forward quite rapidly and lose momentum at a similar pace depending on political priorities" (EIGE, 2013:6[5]).

Progress towards implementation of gender mainstreaming remains slow due to several reasons, among these EIGE highlights the following:

- lack of political commitment;
- limited financial resources due to the financial crisis;

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[5]

http://eige.europa.eu/sites/default/files/Advancing%20gender%20training%20to%20support%20effective%20gender%20mainstreaming%20%E2%80%94%20Reflections.pdf

- insufficient institutional framework to promote the integration of gender considerations in policies and programmes.
- knowledge and capacity gap

Enforcing gender mainstreaming in Roma Education would need first of all to introduce and implement gender mainstreaming in education, and then to consider gender mainstreaming within an intersectional approach in relation to Roma ethnic minorities, in the framework of diversity management approach to foster gender equality in society.

In tune with the aims and objectives of Barabal, this gender study's objective was to increase knowledge and capacity gap about gender mainstreaming in Roma education. Based on the gender study results in the gender mainstreaming guide the following areas of actions will be considered:

1. Education programmes coordination and programming

2. Coordination with educators and other actors

3. Working with families and community

4. Working with Roma girls and Roma boys

5. Working with Roma young girls and boys

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SECOND PART: LEVELS OF INTERVENTION

Education programmes coordination and programming.

Within this level, the need for integration of the gender perspective in policies, programs and practices of education and especially with Roma students is discussed.

As a starting point the following set of measures that have been taken as the basis of gender study conducted in the different territories that have participated in the project are raised.

- Recognition of the need to integrate a gender perspective in all phases, educational levels and modalities, as a principle of Roma inclusion in national Roma strategies and specific measures for young people from disadvantaged groups and social exclusion.

- Recognition of diversity and changes produced by Roma women in the European society.

- Design and functional models appropriate to each land management.

The various proposals for intervention in this level have a particular focus on the specific recognition of the territory and its agents as the best formula to introduce proposals related to

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gender and intervention in the design and management assessment tools that let you see and assess the changes that occur with the implementation of the proposed measures.

The methodology of work have used participatory approaches with the aim to involve all stakeholders and to perform different pooled that enable a comprehensive awareness of diversity and its characteristics within the territory.

Different initiatives have been piloted and evaluated by the different partners, in order to assess their applicability in different contexts of intervention.

The contents worked during the following sessions have been linked especially with:

- - Gender perspective in legislation, projects and programs.
- - The awareness of gender inequalities and their consequences within the Roma community.
- - Awareness of the needs of co-responsibility and shared conciliation between men and women.
- - Raising awareness and active participation of both men and women in promoting education, overcoming social exclusion and efforts towards a more egalitarian society.

Act.1: Working with professionals (and future professionals): Seminars at the Universities

Needs addressed.	The integration of the gender mainstreaming in programmes and practices of education of the Roma population. - Training of the trainers involved in the education of the Roma population and working with Roma women and girls.
Set of measures by areas/axes of intervention.	The recognition of the need to integrate the gender perspective in all phases, educational levels and modalities.

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	- Recognition of diversity and changes produced by Roma women in European society. Paying attention to the contribution of Roma women to the improvement of education. - Strengthen coordination between different actors and institutions involved in the education of the Roma population and working with Roma women and girls. The integration of the Roma and gender perspective in the education of future professionals of education: early childhood educators and primary teachers.
Description of activities and work methodology.	Integration of the Roma and gender perspective in policies, programs and practices of education: - Preparation of Seminaris in the subjects of the first cicle of the university degrees: early childhood education and primary teacher. - Developing the seminar in different groups of several subjects (like Sociology of Education). Contact with university faculty - Content preparation with regards to each group needs. - Seminar implementation in the framework of the degree subjects. - To encourage the active reflection of future professors about the important role of Roma woman in education.
Actors and resources needed.	Future professors (early childhood education and primary teachers).
Monitoring and evaluation system, including	Assessment of the session by the participating

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indicators and tools	students in the training.
Proposal of training contents.	- Gender perspective in Roma education. - The Awareness of inequalities and their consequences within the Roma community. - Raising awareness and active participation of both men and women in the promotion of education, overcoming social exclusion and efforts towards a more egalitarian society.
Methodology for monitoring and evaluation of pilot implementation phases.	To encourage the active participation of university faculty contacted for developing the seminars in order to adjust the content of the seminar to the course syllabus and the profile of the students.

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Act.2: Local Roma Society Analysis

Needs addressed.	Identifying specific difficulties and solutions for Roma women lifelong learning.
Set of measures by areas	The recognition of the need to integrate the gender perspective in all phases, educational levels and modalities, as a principle of Roma inclusion in national Roma strategies and specific measures for young people from disadvantaged groups and social exclusion. - Recognition of diversity and changes produced by Roma women in European society. - Analyze the reality of the different context to promote transformations and encouraging women to organize through associations.
Axes of intervention.	The integration of the gender perspective in educational practices of the Roma population.
Description of activities and Work methodology.	Organizing one day gathering in specific locations around the territory to gather Roma girls and women to reflect on education breaking stereotypes and emphasizing the strength of the gender perspective to overcome inequalities in education. - Gather diverse communities of Roma women to exchange visions and standpoints on education - Empower Roma women to avoid dropping out, pursue lifelong learning and to return to education. -Meeting with the local women association to prepare the Student Gathering. - Develop dissemination plan - Organize the Students Gathering in a local school building in order to invite primary, secondary students as well as their families.
Actors	Organization promoting the Students Gatheringts, local Roma Women association, Roma women of diverse territories that organize to attend the gathering.
Resources needed.	- Human resources: volunteers for the presentations, and volunteers for the development of the Students Gathering. - Material Resources: little for disseminating and providing support for the discussion in the small groups.
Monitoring and evaluation system, including indicators and tools	- Development of the Students Gathering. - Number of attendees (social impact) - Number of volunteers - Attendance of politicians (political impact) - Presentations of key Roma women stakeholders

	successful educational experiences - Collecting difficulties and solutions for the overcoming of educational inequalities. - Number of Roma women associations and initiatives initiated after the Students Gatherings.
Proposal of training contents.	-The Awareness of gender inequalities and their consequences within the Roma community. - Awareness of the needs of co-responsibility and shared conciliation between men and women. - Raising awareness and active participation of both men and women in the promotion of education, overcoming social exclusion and efforts towards a more egalitarian society.
Methodology for monitoring and evaluation of pilot implementation phases.	- Establish channels of coordination and cooperation in the territory to benefit the exchange of information. - To encourage the active participation of stakeholders through coordination and pooling of interests and objectives

Coordination with educators, schools and other actors.

The integration of the gender perspective through policies, programs and practices of education for the Roma population, is listed as one of the best tools to address gender mainstreaming within the curriculum, such proposals have to be have integrated and have the endorsement of local populations as best formula to ensure its applicability by the authorities and political representatives character.

The main proposed measures concern the recognition of the need for integration of gender policies at all stages, educational levels and modalities, as a principle of equality Roma in national and local strategies focusing especially on specific measures for young people groups disadvantaged social situation; the recognition of diversity and changes with particular attention to those by Roma women; analyze the specific reality of the different territories to design appropriate and functional models of management.

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The proposals have a common denominator:

- The creation of a working group for the integration of a gender perspective in policies, programs and practices of education of Roma;

- The study and analysis of programs and regulations established in the different territories by collecting existing documentation;

- The design and implementation of an action plan on mediation and counseling for lifelong learning in each territory;

- Develop, in a participatory manner, a guide to develop and give coherence to the various education programs related to gender.

The methodology used to propitiated the active participation of stakeholders through the coordination and pooling of interests as well as the establishment of channels of cooperation in the territories in order to promote future exchanges of information and experiences.

The main actors who have participated in the various sessions have been mediators, educators, management teams, professional teachers linked to education and families.

You tackle the major proposals during the conference were:

- The awareness of gender inequalities and their consequences within the Roma community.

- Awareness of the needs of co-responsibility and shared conciliation between men and women.

- Raising awareness and active participation of both men and women in promoting education, overcoming social exclusion and efforts towards a more egalitarian society.

- Development of a transferable model of intervention to educational administration and other authorities with responsibility for gender equality.

Act.1: Institutional Meeting

Needs addressed.	Recognizing the need to integrate a gender perspective in all phases, educational levels and modalities
Set of measures by areas/axes of intervention.	- Strengthen coordination between different actors and institutions involved in the education of the Roma population and working with Roma women and girls. - Promote an intervention model transferable to educational administration and other authorities with responsibility for gender equality
Description of activities and work methodology.	In order to publicize the work being done, briefings are offered for all actors involved in intervention areas such as Social Services, Neighborhood Associations and other partners, to achieve the goals set in the various activities and feasibility of carrying them out in different centers and / or areas designated for the implementation of the project. The proposed intervention in this area are to be valued and appreciated by all participants, and we have to understand gender equality as something based on the specific context and diversity.
Actors and resources needed.	Educational teams, management teams
Monitoring and evaluation system, including indicators and tools	• Compliance with deadlines established by the working groups. • • Difficulties in access to information. • • Development of conclusions. • • Establishment of channels to promote the exchange of information. • • Involvement and participation of

	communities of communitie
Proposal of training contents.	- Awareness of the needs of shared responsibility and reconciliation between men and women. - Raising awareness and active participation of both men and women in promoting education, overcoming social exclusion and efforts towards a more egalitarian society. - Develop an intervention model transferable to educational administration and other authorities with responsibility for gender equality.
Methodology for monitoring and evaluation of pilot implementation phases.	- Difficulties for the inclusion of a gender perspective within the central plan. - Implementation of gender mainstreaming in the center plan (number of centers). - Curriculum Development and presentations. - Conducting outreach campaign. - Quantify the number of activities and their scope and number of participants

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Act. 2: Families-Teachers participation forum

Needs addressed.	Establish a network of coordination with the different agents.
Set of measures by areas/axes of intervention.	- Provide with the necessary guidance, resources and methodology for integrating transversely gender equality in programs and working methods related to education, with special emphasis on the Roma population. - Improving competences for gender equality and education faculty mediation and mediator.
Description of activities and work methodology.	. Creating a forum for participation, where both teachers and families, raise doubts and resolve issues, focusing each from his point of view or learning experiences. To do this, it sets up a time where both actors (families and teachers) materialize those questions that need solving or proposals that they would like to suggest or pooling. A spokesperson from each group to the exposure of their concerns, as well as a moderator to lead the debate will be chosen, and collect in writing what happened at this meeting.
Actors and resources needed.	Families, teachers, social service agents and management teams
Monitoring and evaluation system, including indicators and tools	Quantify the number of activities and their scope and number of participants. - Curriculum and presentations. - Conducting a dissemination campaign.
Proposal of training contents.	The awareness of gender inequalities and their consequences within the Roma community. - Awareness of the needs of co-responsibility and shared conciliation between men and women. - Raising awareness and active participation of both men and women in promoting education, overcoming social exclusion and efforts towards a more egalitarian society.
Methodology for monitoring and evaluation of pilot implementation phases.	Encourage the involvement and active participation of all stakeholders through the sharing of interests and objectives. Foster teamwork so that favors the exchange of experiences, opinions and information.

Act. 3: Museo Coeducativo

Needs addressed.	Recognizing the need to integrate a gender perspective in all phases, educational levels and modalities
Set of measures by areas/axes of intervention.	- Improving competences for gender equality and education faculty mediation and mediator. - Promote an intervention model transferable to educational administration and other authorities with responsibility for gender equality.
Description of activities and work methodology.	Develop a mural as a museum, biographies and photographs of Roma women leaders in history are discussed, as well as those strange women, but of paramount importance in the life of the beneficiary students of the project, such as mothers, grandmothers, sisters , etc. Three sessions will be held. In the first, it divides the class into groups, and information and corresponding reference images of each woman is dealt. Each team will present her character to other colleagues / as. In the second session and following the guidelines for working at home and involving families, a photograph will look and life history of this important woman for pupils will be written. Similarly, each student / to expose his fellow / as the woman chosen and the reasons why you have chosen. In the third and final session, a mural where all the women worked in previous sessions will be presented be drawn.
Actors and resources needed.	Families, teachers and mediators
Monitoring and evaluation system, including indicators and tools	Quantify the number of activities and their scope and number of participants. - Curriculum and presentations. - Conducting dissemination campaign
Proposal of training contents.	Raising awareness and active participation of both men and women in promoting education, overcoming social exclusion and efforts towards a more egalitarian society
Methodology for monitoring and evaluation of pilot implementation phases.	- Encourage the involvement and active participation of all stakeholders through the sharing of interests and objectives. - Foster teamwork so that favors the exchange of experiences, opinions and information

Act.4. Empowerment on Critical Thought

Needs addressed.	Mainstreaming gender in the different areas of intervention with Roma communities.
Set of measures by areas/axes of intervention.	Empower between trainers the concept of gender equality and its importance to the Roma community.
Description of activities and work methodology.	First we tried to define the concepts of „equality" in cultural, economic and social background of women and men from Romania, more precisely to observe the various implications. It is very important to understand the path of critical thinking of an ordinary citizen when it comes to specific experiences and applied cultural norms. For example, it is different the semnification of „equality" between men and women in a rural community from the semnification given by an urban community. Is it important to have a similar understanding of concepts in communities? We reached a common point: the essence of „gender equality" does not refer to cultural ground, as it refers to a general rule. „ Gender equality" is a concept that stipulates applying equal treatment to women and men in any social given situation. Though, the cultural and economic situations are crucial to define the way peoples from other parts of world understands „equality" between women and men. This is what we propose to debate with our local communities. Some important questions were raised: Are Roma women suffering from double discrimination, one as being women, and the second one, being Roma women in Romanian society? Are they facing double challenges? How do they manage in creating a path of accountability of their rights and freedoms as Romanian citizens? The more important lesson we have is that mentality is hard to change in communities when it comes to „gender equality" and CESD team desires to increase level of initiatives and civic spirit among women and men. We have the duty to make constantly training and closely monitoring in order to make sure that information and counselling will be transparent and fair transmitted to society's level of understanding the concepts implied of *„gender equality".*
Actors and resources needed.	Educational Teams, Manager Teams and mediators

Monitoring and evaluation system, including indicators and tools	• • Compliance with deadlines established by the working groups. • • Difficulties in access to information. • • Development of conclusions. • • Establishment of channels to promote the exchange of information. • • Involvement and participation of communities of communities.
Proposal of training contents.	- Awareness of the needs of shared responsibility and reconciliation between men and women. - - Raising awareness and active participation of both men and women in promoting education, overcoming social exclusion and efforts towards a more egalitarian society. - - Develop an intervention model transferable to educational administration and other authorities with responsibility for gender equality.
Methodology for monitoring and evaluation of pilot implementation phases.	- Difficulties for the inclusion of a gender perspective within the central plan. - Implementation of gender mainstreaming in the center plan (number of centers). - Curriculum Development and presentations. - Conducting outreach campaign. - Quantify the number of activities and their scope and number of participants

Working with families and the community.

Working with families and the community has been one of the main axes for intervention within the Project, the approach of families to schools and centers has enabled families form a dialogue on education, expectations and gender needs to work from a more diverse approach, breaking with the prejudices that initially both groups of actors had to the other and finding a common denominator: the education of the youngest.

The main objective worked for this level has been assessing the role of women within families, communities and their role in society and which of them have in different media.

Like a cross curricular subject they have worked different relationships between Roma families and schools, promoting equality within the community development work experiences with others and promoting related / partners in different policy areas. The proposed methodology has enabled encourage the active participation of all stakeholders through coordination and sharing of common interests, promote teamwork as a way to promote the exchange of experiences and opinions and to establish an appropriate relationship with the media through recognition of legitimate interlocutor for the other actors.

In the various working groups have addressed related to awareness of gender inequality and its consequences contained within the Roma community, the needs of co-responsibility and shared conciliation between men and women and active participatory consciousness of men and women in promoting education and effort toward a society with greater understanding of diversity

Act.1: Videoforum on Preventive socialization of gender violence. Aimed at future school assistants and participants of the association

Needs addressed.	Prevention of gender violence with families and the community (Working with Roma women)
Set of measures by areas.	- Provide with the necessary guidance and resources for gender violence prevention related to education. - Promote a transferable model intervention of gender violence prevention. - Raising awareness of gender equality.
Axes of intervention	- The reflection with Roma women about the preventive socialization of gender violence.
Description of activities	- Information and awareness on gender violence prevention for Roma women. - Education and training on gender violence prevention. - Encouraging the participation of Roma women and families in the school as active agents in the gender violence prevention.
Work methodology	- Conducting a movie forum with the participation of university faculty expert in the topic - Encourage the reflection, involvement and active participation of Roma women in gender violence prevention.
Actor	- Roma women.
Resources needed.	- Human resources: university faculty expert in the topic, professionals involved in the project, Roma women. - Material Resources: Space for conducting activity. power point presentation, video: Jesus Gomez's Olot Lecture. from Fundación Jesús Gómez[6]
Monitoring and evaluation system, including indicators and tool.	- Assessment of the session by Roma women.
Proposal of training contents.	- Awareness of gender violence prevention. - Awareness of gender inequalities and their consequences

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[6] Among his scientific contributions, it is worth to mention his research and social action with the Romani people and his main academic contribution was the development of the research line on preventive socialization of gender violence, with the ultimate aim of eliminating gender violence in society.(https://en.wikipedia.org/wiki/Jesús_Gómez_Alonso).

Methodology for monitoring and evaluation of pilot implementation phases.	- Encourage the active participation of all stakeholders through coordination and tuning of the interests and objectives. - Foster teamwork encouraging the exchange of experiences and opinions. - Establish a proper relationship with the media and journalists

Act. 2: Gender Roles equality workshop

Needs addressed.	Involve Roma women and men in promoting gender equality, education and educational processes.
Set of measures by areas.	- The relationship between families and schools. - Develop work experiences in relation to other entities. - To promote volunteering.
Axes of intervention	Encouraging participation and family-school-community collaboration.
Description of activities	Propose participation from practicing occupation of areas of collaboration where his award this traditionally linked to the concept of gender.
Work methodology	- Encourage the active participation of stakeholders through coordination and tuning of objectives
Actors	Teachers, mediators and families
Resources needed.	
Monitoring and evaluation system, including indicators and tool.	- Acceptance of the activities proposed by the participants. - - Participation proportional to sexes.
Proposal of training contents.	- The awareness of gender inequality and its consequences within the community and centers. - Awareness of the needs of co-responsibility. - The participation of men and women in the center's activities
Methodology for monitoring and evaluation of pilot implementation phases.	- - Encourage the active participation of all stakeholders through coordination and tuning of the interests and objectives. - - Foster teamwork encouraging the exchange of experiences and opinions.

-	- Establish a proper relationship with the media and journalists

Act.3: Opinion Barometer

Needs addressed.	Develop awareness campaigns as a strategy for improving the treatment of gender equality.
Set of measures by areas.	- Involvement of Roma women and men in the community in promoting gender equality and the importance of education and family involvement in the educational process. - Develop models and intervention strategies with the Roma community with particular attention to the analysis and development from a gender perspective. - Develop awareness campaigns as a strategy for improving the treatment of gender equality. - Assign and train-related partners in each policy area.
Axes of intervention	Encouraging participation and family-school-community collaboration
Description of activities	. The activity consists of placing in a room three distinct color areas; Red zone means "I disagree" orange zone "I have not clear" and the green area "I agree". With the barrel sentences expressing gender stereotypes and each participant will be placed in an area depending on your view and then discuss each of the claims as a group project.
Work methodology	- Establish a proper relationship with the media and journalists. - Encourage the active participation of stakeholders through coordination and tuning of the interests and objectives.
Actors	Teachers, mediators and families
Resources needed.	
Monitoring and evaluation system, including indicators and tool.	- Acceptance of the activities proposed by the participants. - Participation proportional to sexes.
Proposal of training contents.	- Evaluation through questionnaires of satisfaction activities.

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	- Appearance in the media. - Number of organized debates.
Methodology for monitoring and evaluation of pilot implementation phases.	- - Encourage the active participation of all stakeholders through coordination and tuning of the interests and objectives. - - Foster teamwork encouraging the exchange of experiences and opinions. - - Establish a proper relationship with the media and journalists

Working with Roma girls and boys.

Work with young people, it was specially made in different schools, which has taken into account the diversity and presence of other different population groups to the Roma groups.

Diversity has to be an element to take into account in this type of training and multiple groups given the gender concept that exists within the different classrooms. Understanding gender from an exclusivist approach does not allow assessing the changes to be made within the different academic areas

The perception of gender inequalities and their consequences within the Roma community, is shown as the main objectives to work within this level of intervention. As key measures have been proposed to take actions related to the creation and consolidation of positive role models of both sexes regarding the promotion of the participation of Roma children in gender, developing awareness actions in the field of equality gender and dropout prevention with special attention to the case of girls.

Main methodological tools have been taken into account and participatory strategies favoring behaviors and more positive attitudes with particular regard to gender within each ethnic group.

Act.1: Cine Forum.

items	data
Needs addressed.	Create and consolidate models / male and female for gender equality among young people of the Roma community positive references.
Set of measures by areas/axes of intervention.	School / Family / Environment: The perception of gender inequalities and their consequences within the Roma community.
Description of activities and work methodology.	We proceed to the screening of the film to participating students. Subsequently a conference / debate on gender roles assigned to the characters for their specific circumstances of life and about the possible questioning of these gender roles and family granted socially opens. Finally an anonymous questionnaire to students passed for expressing their opinions about various issues raised and gender equality between women and men
Actors and resources needed.	Families, teachers and children
Monitoring and evaluation system, including indicators and tools	-. Number of participants. - Degree of satisfaction in the activity
Proposal of training contents.	- The awareness of gender inequalities and their consequences within the Roma community. - Awareness of the needs of co-responsibility and shared conciliation between men and women. - Raising awareness and active participation of both men and women in promoting education, overcoming social exclusion and efforts towards a more egalitarian society
Methodology for monitoring and evaluation of pilot implementation phases.	To encourage the active participation of all stakeholders through coordination and tuning of the interests and objectives. - Foster teamwork encouraging the exchange of experiences and opinions. All this in order to: - Collection of information required. - Analysis and interpretation of data. - Proposals for changes, if necessary

Needs addressed.	Gender equality and gender differences
Set of measures by areas/axes of intervention.	The difference concepts sexuality and gender Gender concept on the close local concept
Description of activities and work methodology.	We start from the definition of both concepts pointing biological or sociological of each character. Then you try to disentangle the two concepts through a battery of images, in order to provide students with a critical capability against expectations of society, family and peer group.
Actors and resources needed.	Girls and boys
Monitoring and evaluation system, including indicators and tools	- Number of participants. - Degree of satisfaction in the activity. - Number of awareness actions carried out.
Proposal of training contents.	Awareness of the needs of shared responsibility and reconciliation between men and women. - Raising awareness and active participation of both men and women in promoting education, overcoming social exclusion and efforts towards a more egalitarian society
Methodology for monitoring and evaluation of pilot implementation phases.	To encourage the active participation of all stakeholders through coordination and tuning of the interests and objectives. - Foster teamwork encouraging the exchange of experiences and opinions. All this in order to: - Collection of information required. - Analysis and interpretation of data. - Proposals for changes, if necessary.

Act.2. Gender Workshop

Working with young Roma girls and young Roma boys.

Working with young people has been one of the most complex and turn promising on this project. The lack of availability and the few relational and out of schools common spaces have been the general trend in the interventions carried out.

Work on gender with the group had to be carried out through the use of a variety of cross-cutting actions that have managed to set the interest of different stakeholders on the issues that have been addressed, although within these actions different centers were supplied by its own context, in other areas has been found to be very different cultural and contextual realities in order to carry out the different calls. As a common element has been observed that this very vulnerable group has towards his peers, the most positive actions those that have been made out of context or in small groups and sometimes segregated by sex. The features of the subject and character of young people has become the subject of something that must be addressed in a natural style, this being a condition that improves the quality of the results. To work with the segregated groups is best done with mediators who share the same sex in order to find openly and that young people find greater freedom to communicate.

Act.1:

Needs addressed.	The general objective of this activity is to overcome school absenteeism and promote education with training in higher education for Roma women. That is the way to solve the lack of expectations that many have with regards to education received and solving the situation of scarce number of examples of Roma women at the university. On the other hand, it is a way to solve questions that girls or young Roma women may have with regards to their possibilities of accessing higher education. The aim is for Roma girls and children to overcome their fears that may have to higher education and the fear to the university sphere. This activity aims to favor the equality of opportunities to access higher education to Roma people and in consequence to improves Roma women social inclusion.
Set of measures by areas	The aim is to: - Empower Roma women - Improve the academic pathways and results of young girls and young Roma women. - Promote higher education of Roma people.

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	- Overcome the double inequalities that Roma women suffer, that are racism and sexism. - Work for the equality of differences, egalitarian dialogue and the no discrimination among men and women. - Promote and facilitate equal access of Roma women and children to all educational, labor and social fields. - Promote the image of the Roma women as the one that transmit and promoter of the Roma cultural identity. - Disseminating the contributions of Roma women to our community and to society.
Axes of intervention.	Throughout this activity the issues to work are the integration of the gender perspective with educational practices for the Roma people. For this reason the specific objectives for this activity are: 1. Fight to overcome the triple discrimination that Roma women suffer for being women, Roma and not having had access to higher education. 2. Increase the rates of Roma women in training for the Roma people to be present in all the social and professional spheres, and to overcome racism and social exclusion to which the Roma people is placed 3. Increase the number of Roma women enrolled in higher education, like at the university, for those to become role models for other Roma women. 2. Promote positive role models, not only for young Roma women, that will feel identified, but also for the non-Roma to help them to eliminate prejudices towards Roma people. 3. Provide to young Roma women all the necessary information on universities, access pathways, grants and fellowships, etc. 4. Developing a space for young people for them to feel comfortable and share their doubts on education and training. 5. Develop a group of Roma girls that desire to continue studying for them to help each other as a support group.

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Description of activities	To achieve such objectives first there will be informative sessions and talks at schools to present the association and the different activities that it develop and solve initial questions.
	This session will last about 1 hour, providing information to young students on schooling, labor insertion and the possible training pathways once completed the Compulsory Secondary Education, they will watch a video of the Students Gatherings developed by the association and together they will debate about the importance of education. This time is to meet the young students and for them to learn about the association and foresee what do they want to do in the future and what do they need in order to prepare with this information the Students Gatherings and the visit to the university.
	The second activity consist of different visits to universities to show the environment of the university and for the students to see the daily life of a university female student. On these visits they will be informed about the functioning of the universities and they will visit the different schools and if possible the guiding person to this university experience will be a Roma women who at the moment studies or has studied at the university, which will encourage the positive role model creation.
	Finally the third activity within the Youth Space 2015 is the training of groups or getting together in Gatherings of young Roma women to solve questions on their education and training processes if possible from Roma women, who have been in the same situation. The idea is to create Roma women groups for them to know each other and support each other and to eliminate the feeling of isolation. These groups are important because the Roma women who want to continue studying usually do not have another Roma woman in their situation next to them, and on the other and to know another Roma woman who has completed her studies is a positive role model.

Work methodology.	Roma girls and young women will be the ones receiving the informative sessions and the ones participating in the university visits and the group meetings or gatherings. The idea is that girls and young women decide the type of topics to discuss in the gatherings and meetings, in relation to their needs and questions in order to create a comfortable space in which they can share their fears on any topic. In order to promote education among girls and young women because of the lack of role models a Roma network of university or higher education graduate women will be created.
Actors	This activity is aimed at Roma university graduates or Roma students and Roma girls and young women in secondary education for them to share experiences.
Resources needed.	Human resources It is necessary the collaboration of volunteers of the organization to participate in the informative sessions and the university visit or meetings. Infrastructure resources At the association headquarters will have a place to meet if this is convenient for the students. If the participants cannot commute to the association then a meeting room will be requested to an association nearby. Material resources - Office material (paper, pencils, pens...). - Computer and technology (printer ink etc.) - Telephone and Internet. - Transportation. - Possibility of holding a coffee break with refreshments.
Monitoring and evaluation system, including indicators and tools	The expected outcomes are: 1. Development of positive role models for all the community, contributing to solve the lack of examples of Roma university students and its consequences. 2. Eradication of fears and doubts of young Roma students on the university and its access. 3. Creation of a group of girls that help and support each other. 4. Overcoming the stereotypes on Roma young women towards the impossibility of high difficulty on pursuing higher education by the non Roma community. 5. Involvement of Roma people to fight against

	discrimination and stereotypes. In order to have a measure of the social impact in the long run the number of young students enrolled at the university or similar will be collected. In order to measure the impact in the short term it will be gathered the number of students who desire to continue their studies and access university or similar.
Proposal of training contents.	The content of the activity has information on: - The educational context of Roma people. - Importance of Roma women participation in higher education. - Effects of higher education for the overcoming of Roma people exclusion. - Roma women with higher education trajectories. - Diverse degree options and higher education offers.
Methodology for monitoring and evaluation of pilot implementation phases.	The evaluation is continuous throughout all the activity. Throughout the different activities monitoring and evaluation will be conducted of the situation of each one of the participants. Before the university visits there will be first meetings with the young Roma women that want to participate in the visits in order to meet them and dialogue on their profiles and objectives both academic and personal in order to develop more attractive and interesting meetings to solve satisfactory their questions. At the end of the activity there will be a final evaluation with all the participants of the high schools talks, the gatherings and the university visits. At a quantitative level we value the number of students involved in all the activities as well as the number of students who have accessed or want to access to higher education.

CONCLUSIONS

- ❖ Family and community, must be very taken into account in the intervention, playing a major role in the positive development of the intervention, though, it must not be understood as only inducing change

- ❖ Empowering young people in schools can only be contradictory, if not taken into account the cultural role of women within the community.

- ❖ The different contexts (urban / rural), no significant influence of impact on the continuity in the education system of the groups analyzed.

- ❖ We appreciate a general ignorance among students on the incidence of gender discriminatory conduct is appreciated, with these skills associated with different roles.

- ❖ The girls show more interest in the continuity within the education system, showing a higher level of expectations, although at first appear as very interested in higher studies, significant trend is observed to understand these as the result of professional training related to certain trades.

- ❖ Teachers shown as the key element for the continuity motivate students within various levels of the education system, although this intervention to focus on improvements to the relational alunando and promoting opportunities to improve communication with the Roma students.

- ❖ In relation to the abandonment not the influence of cultural and family in relation to custody of the girls is latent. While a high burden of justification is present by issues related standard different roles within the community emphasizing the weight of parenteral structure.

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- ❖ The personal motivations are sadly influenced by controlling behaviors of neglect and intolerance to training.
- ❖ Schools and relational contexts in which young people relate to professional teams have to take into account where the main elements that determine gender within communities, it is important to be aware and trained to address them imminently once detected.
- ❖ In contexts of segregation addressing gender directly so more effective actions based cross reference figures are more complex.