



United Nations
Educational, Scientific and
Cultural Organization

ZENTRUM ZUR FÖRDERUNG DER PROMOTION OF
MENSCHENRECHTE HUMAN RIGHTS
IN GEMEINDEN AT THE LOCAL AND
UND REGIONEN REGIONAL LEVELS

Under the auspices of UNESCO

Occasional Paper No. 39

Simone Philipp, Klaus Starl, Andreas Kunz

GUARANTEEING THE RIGHT TO EDUCATION FOR ROMA CHILDREN IN EUROPEAN CITIES Accompanying Action Research

Objectives, methods and results

Graz, February 2022

Authors: Simone Philipp, Klaus Starl, Andreas Kunz

GUARANTEEING THE RIGHT TO
EDUCATION FOR ROMA CHILDREN
IN EUROPEAN CITIES

Accompanying Action Research
Objectives, methods and results

Graz, February 2022

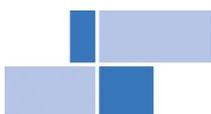
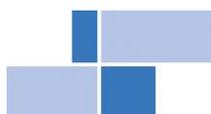
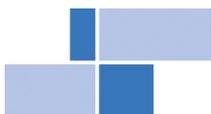


Table of Contents

Table of Contents	3
Summary	5
1. Introduction	8
a) Objectives of accompanying action research – Overview.....	8
b) Methods of accompanying action research.....	9
c) Responsible partner institutions at the local level	10
GrünBau, local partner in Dortmund.....	10
Roma Foundation, local partner in Plovdiv.....	11
d) Concrete project activities.....	11
In Nordstadt, Dortmund.....	11
In Stolipinovo, Plovdiv	12
2. Detailed description of the results of the project activities	14
a) Description of sources for the project results	14
In Nordstadt, Dortmund.....	14
In Stolipinovo, Plovdiv	14
b) The results of the project activities in detail	14
Improvement of mutual trust between participating kids and teachers/trainers..	15
Improvement of mutual trust between parents of participating kids and teachers/trainers	16
Improvement of mutual trust between participating kids and their parents.....	16
Overcoming stereotypes (of the majority population, but also within Roma community)	17
Strengthening of empowerment and self-esteem.....	17
Non-discrimination (discerning discrimination).....	18
Participation in society	18
Access to and achievement in education	18
Contact between Roma and non-Roma children	18
Involvement of girls	19
Sports&Learning goals' achievement.....	19
3. Exploring conditions/factors favoring or hampering the full enjoyment of the RtE	20



a)	Within the project (manageable) explored by action research	20
	Parents take informed decisions on the basis of knowing about the value of education (RtE)	20
	Exchange facilitation (process)	21
b)	Structural, institutional and societal (external) factors.....	22
	The situation of Roma in Bulgaria	22
	The situation of Roma in Germany.....	29
4.	Conclusion from RtE research and from analysis of promising practice: success factors for an S&L as a catalyst for guaranteeing the RtE	31
a)	Successful organizational settings.....	31
b)	Key factors for success within the programme	32
c)	Facilitation of values as key factors for success	33
d)	Limiting factors.....	34
5.	Conclusion on transferability	35



Summary

In Stolipinovo, Plovdiv (BG), and Nordstadt, Dortmund (DE), the ETC Graz and local partners implemented the GUARANTEE project from 2019 to early 2022, which was co-funded by the European Commission. The project followed a human rights-based approach placing the right to education at the centre. It focused on the prevention of drop-out and the deconstruction of stereotypes through learning support combined with leisure activities, such as sports activities. GUARANTEE targeted girls and boys between the age of 11 to 14 in order to empower them to continue their education after the transition from primary to secondary school.

In the two neighborhoods, a number of project activities was carried out, among them boxing, rock climbing, dancing, fine arts, swimming, and a summer school at the Black Sea coast. All courses were combined with learning support as well as intense social work. Altogether, around 160 children participated in the programme. As far as possible, the courses also took place during the COVID-19 pandemic

Action research within the GUARANTEE project was done by desk research, analyzing conducted interviews with the participating children, their parents, involved teachers and trainers as well as evaluating participatory observation.

The results clearly show that project activities led to an improvement of mutual trust between participating kids, their families and involved teachers/trainers. Project activities were also useful for overcoming stereotypes (of the majority population, but also within the Roma community) and discerning discrimination. By promoting empowerment and self-esteem of the participants, the project led to the access to and achievement in education as well as participation in society. Contact between Roma and non-Roma children was fostered as well as the involvement of girls. The combination of sports and learning could be seen as very successful.

It cannot clearly be stated that all parents took an informed decision about the participation of their children in the project activities as not all parents could have been interviewed. However, the interviewed parents esteemed the value of education as very high. Furthermore, it was very important to all interviewed parents that their children participated in the programme. They also perceived the connection between learning support and sports as very important and positive. Parents already knew the teachers/trainers and trusted them a lot.

Capacity building played an important role within the GUARANTEE project. The project gave the professional staff the opportunity to try out new formats, contents and methods. Furthermore, the exchange between schoolteachers and social workers from Plovdiv and Dortmund strengthened mutual understanding and made different professional living environments tangible for both sides.



Within the GUARANTEE project, also structural, institutional and societal (external) factors had been analysed. Roma in Bulgaria face a lot of disadvantages and discrimination. In society, 68% of the Bulgarian population holds an unfavorable view of Roma.

Almost 50% of Roma pupils attend *de facto* segregated school classes. Children from Roma communities drop out of school much earlier than the average pupil and at very high rates, particularly girls.

According to the 2016 EU-Midis survey, 86% of the Roma in Bulgaria were at risk of poverty and social exclusion. Life expectancy is over 5 years shorter compared to the average Bulgarian population. Primarily, a lack of medical care in combination with malnutrition is responsible for this.

Migration is a big topic for Bulgarian Roma. An estimated 40% of all households have at least one family member living in another country. The situation of Roma in Bulgaria has gotten worse during the COVID-19 pandemic.

The situation of Roma in Germany is dominated by the fact of migration. Germany is the number one receiving country for emigrants from Bulgaria, as estimated 40.000 Roma live there.

The living conditions in some cases are even worse than in Bulgaria. Some buildings drowned in garbage, the conditions were unhygienic and caused health problems, informal workers and illegal prostitutes lined-up on the streets.

In particular, the situation of many children and teenagers arriving in Germany from poorer and segregated Roma neighborhoods is precarious. Their knowledge does often not correspond to the standard in German schools. School drop-out is also a problem, again especially for girls.

Research conducted within the framework of the GUARANTEE project also focused on key factors for success. On the one hand, successful organizational settings were analysed as the importance of well-known and competent institutions that take over the responsibility for the programme. Project staff and social workers as well as the venues for the project activities needed to be selected very carefully.

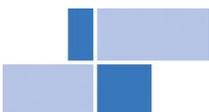
On the other hand, key factors for success within the programme were analysed. As the GUARANTEE project followed a human rights-based approach with the right to education at the centre, all parts corresponded with the 4 A's scheme of the right to education. The programme activities took place during the full period of the project. The group setting was mixed, however stable. The activities in the GUARANTEE project established a direct link between sports activities, leisure time activities and learning activities. Human rights education with its various methods played an important role in all activities offered within the programme. Furthermore, facilitation of values as key factors for success was analysed, among them voluntariness, self-



organisation, self-efficacy, relationship, self-esteem, mutual trust, team play and fairness.

The GUARANTEE project practically confirmed that positive effects of desegregation can be realized when negative impacts of barriers are prevented simultaneously. Despite unfavorable starting conditions like segregation, marginalization and social disadvantages, the GUARANTEE project was successful with regard to the right to education.

Although the project took place in two completely different neighborhoods and settings, the same programme was conducted. Therefore, the project can be seen as transferable to anywhere, if the analysed key factors for success are observed.



1. Introduction

a) Objectives of accompanying action research – Overview

1. Guaranteeing the right to education (RtE):

Project activities will have led to

Promoting self-determination/esteem and

Participation in society

To be scrutinized (Research topics):

Overcoming stereotypes (of the majority population, but also within the Roma community)

Empowerment

Non-discrimination (discerning discrimination)

Access to and achievement in education

Contact between Roma and Non-Roma

Involvement of girls

Sports&Learning (S&L) goals' achievement

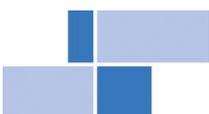
2. Exploring conditions/factors favoring or hampering the full enjoyment of the RtE according to 1.

a) Within the project (manageable) explored by action research

To be researched:

Parents take informed decisions on the basis of knowing about the value of education (RtE)

Exchange facilitation (process): at what levels, among whom, frequency, quantity of information exchanged, what knowledge or experiences will have been exchanged,



leading to (achievement/result) improved knowledge, methods, capacities and awareness

the S&L programmes' contribution and impact

- b) Structural, institutional and societal (external) factors: which kind, how do they affect?

To be researched:

School as an institution (Quality of education at segregated schools in the Bulgarian case)

Stereotypes and racism

Multilingual surroundings / Language barriers

Poverty

Health

Segregation

Migration (disruption of educational process by migration)

etc.

3. Conclusion from RtE research and from analysis of promising practice: success factors for an S&L as a catalyst for guaranteeing the RtE

4. Following from 3: conclusion on transferability

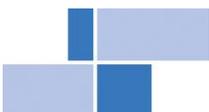
b) Methods of accompanying action research

Desk research (2b)

Participatory observation (quantitative, qualitative, attitudes and dynamics (change)) (1, 2a)

Interviews (quantitative, qualitative, attitudes and dynamics (change)) (1, 2a)

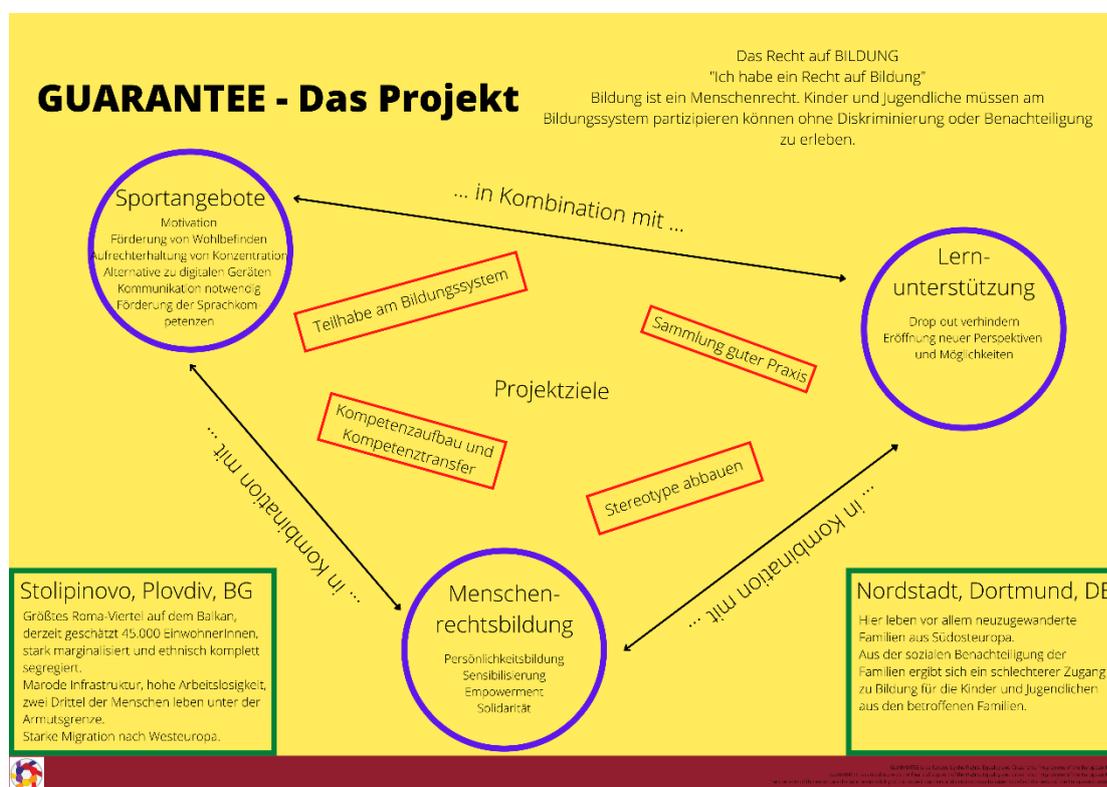
Action research: findings will be directly reflected and given back as feedback to implementation (3)



Analytical synthesis (3, 4)

c) Responsible partner institutions at the local level

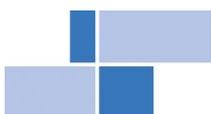
In Stolipinovo, Plovdiv (BG), and Nordstadt, Dortmund (DE), the ETC Graz and local partners implemented the GUARANTEE project from 2019 to early 2022. It focused on the prevention of school drop-out and on the deconstruction of stereotypes through learning support, combined with leisure activities such as sports. GUARANTEE targeted girls and boys between the age of 11 to 14 in order to empower them to continue their education after the transition from primary to secondary school.



Picture 1 provides a graphical overview of the project. The project centered on the right to education. It combined sports with learning support and human rights education to reach the project goals. The project was conducted in Stolipinovo, Plovdiv (BG), as well as in Nordstadt, Dortmund (DE). In both neighborhoods live mainly families from vulnerable groups.

GrünBau, local partner in Dortmund

The local partner of the GUARANTEE project in Dortmund is GrünBau GmbH. It is a non-profit organization (founded in 1990), owned by the foundation Stiftung Soziale Stadt. Therefore, GrünBau is supported by the City of Dortmund.



GrünBau works for a needs-based approach in social service supply. It engages in the fields of promoting and supporting socially and economically disadvantaged children, qualification of students, supporting young people in transition phases from school to work, with a particular focus on migrants and refugees.

Its funding stems from firms and associations, established for the purpose of integrating people into the labor market (overall revenue of 9.35 Million Euro in 2017). One of these associations is Romano Than e.V, a Roma self-organisation, which initiates and maintains education and employment projects for young Roma in Dortmund.

In Dortmund, the GUARANTEE project mainly took place in the field of “open youth work”, concentrating around the “Offener Treff” in the Nordstadt. Kids from the neighborhood could participate in different activities on four afternoons per week. All activities were combined with learning support and human rights education topics.

Roma Foundation, local partner in Plovdiv

The local partner of the GUARANTEE project in Plovdiv is the Roma Foundation. The Foundation is among the first Roma-led NGOs to develop initiatives for Roma inclusion since 1989. With more than 20 years of experience in community work and collaboration with public authorities, it is recognized for its professionalism as provider of social services for the Roma community and for innovative outreach approaches to the Roma communities. Its Centre for Community Support based in the neighborhood of Stolipinovo provides complex social services to Roma, which are funded by the government.

In Plovdiv, the GUARANTEE project took place mainly in rooms and sports facilities of participating schools (3 schools in year 1, 2 schools from year 2 onwards). One of these schools is located directly in the neighborhood of Stolipinovo, the others are located outside.

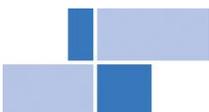
At these schools, kids from Stolipinovo as well as children from other communities could participate in different project activities. The Roma Foundation also organized a summer camp at the Black Sea coast.

d) Concrete project activities

The following project activities were carried out:

In Nordstadt, Dortmund

- boxing



- rock climbing
- dancing
- SportPicknick
- SportHiking
- AlphaPlay
 - o All courses were combined with learning support
 - o As far as possible the courses also took place during the COVID-19 pandemic (online courses or smaller groups)

Around 100 kids participated in the programme, more boys than girls. The ethnic background of these kids was not recorded. Probably, most of them were Roma.

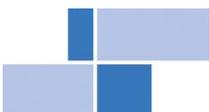
Ten teachers/trainers were involved. There was an intense accompanying social support for the participating kids and their families.

In Stolipinovo, Plovdiv

- fine arts
- dancing
- swimming
- football (soccer)
- Volleyball
- Bulgarian language, maths
- summer school including a trip to the Black Sea
- participation in fine arts and dancing competitions, „Plovdiv through the eyes of children”
 - o As far as possible the courses also took place during the COVID-19 pandemic (online courses or smaller groups)

Altogether 60 children from 50 families participated in the programme activities. Girls represented 50% of the participants. Around 70% of the participants were children from the Roma communities.

Nine teachers/trainers were involved. As in Dortmund, there was an intense accompanying social support for the participating kids and their families.





Picture 2 provides an overview of the general framework and methods of the project. It shows funding conditions, selected spaces for the project activities, involved trainers/teachers as well as participating children. General conditions for selected methods and the employed methods within sports and learning activities as well as human rights education are listed.

2. Detailed description of the results of the project activities

a) Description of sources for the project results

The results of the GUARANTEE project, which are presented in detail below, derived, on the one hand, from an intense desk research carried out by the project staff, on the other hand from interviews conducted with participating kids, their families and the involved teachers and trainers. A third source for information had been participatory observations that were carried out by project staff, as well as teachers and trainers themselves.

The following interviews and participatory observations were conducted:

In Nordstadt, Dortmund

Initial interviews at the beginning of the project activities: 3 trainers/teachers, 16 children, 5 parents were interviewed

Interviews during the programme: all participating kids were interviewed in groups as well as in single interviews, 3 trainers/teachers, 3 parents were interviewed

Altogether, 43 observation forms were filled out by staff of the GUARANTEE project, 82 observation forms were filled out by teachers/trainers themselves.

In Stolipinovo, Plovdiv

Initial interviews at the beginning of the project activities: 9 trainers/teachers, 3 school directors, 25 children, 3 parents were interviewed

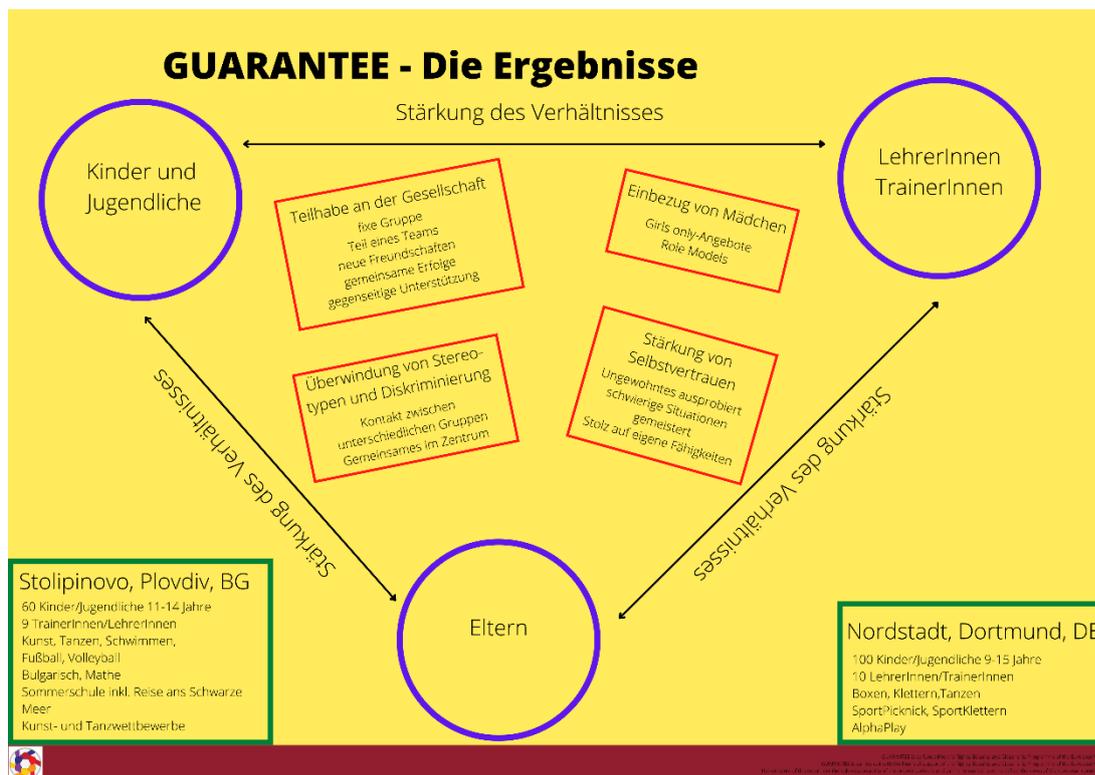
Interviews during the programme: all participating kids were interviewed in 3 groups, 9 trainers/teachers, 3 parents were interviewed

Altogether, 14 observation forms were filled out by staff of the GUARANTEE project, weekly observation forms were filled out by teachers/trainers themselves.

b) The results of the project activities in detail

In this section, the results of the project activities were presented. They are derived from the sources mentioned above. As there were no big differences between the results of Stolipinovo and Nordstadt, the project results are presented as a whole for both neighborhoods.





Picture 3 provides an overview on the project results. It demonstrates the concrete project activities in Stolipinovo as well as Nordstadt. The project results center on three important groups: participating children, their parents and the involved trainers/teachers.

Improvement of mutual trust between participating kids and teachers/trainers

Only teachers and trainers with considerable experiences with the group and similar projects were selected for the project activities. The kids knew most of the trainers and teachers even before the project started.

Therefore, the kids trusted teachers and trainers and participated in the programme activities with great joy and pleasure. Teachers and trainers also stayed in contact with the kids even in between the weekly activities. This was of great importance, especially during the COVID-19 pandemic.

It was essential for the kids to be supported and complimented by their teachers and trainers. If one of the kids succeeded, it was also a “feeling of success” for the teachers or trainers.

From time to time, distances had to be covered via public transportation. These periods were used for further confidence building or little learning games.



The project activities were also a new setting for all participants. The participating children got to know their teachers in completely new situations. In some situations, the kids were the experts. So, the children could show something to their teachers and trainers, who consequently learned from the children. A mutual exchange took place, which also included cultural aspects.

The mutual trust and appreciation were so significant that kids were involved in all decision-making processes.

Via the project, teachers and trainers learnt new competences (human rights education; exchange with team in Plovdiv/Dortmund). These new competences could be tested directly with the participating kids. Thereby, the kids learnt that they had a big importance for their teachers and trainers.

Improvement of mutual trust between parents of participating kids and teachers/trainers

It was of great importance that the programme was conducted by teachers and trainers already known by the parents. It was also significant that places for sports and learning activities were located close to the homes of the families.

Parents were involved directly into the programme activities, i.e. programme activity *DANCING* in Plovdiv and Dortmund. It was also possible for parents to participate in the summer school at the Black Sea coast.

Improvement of mutual trust between participating kids and their parents

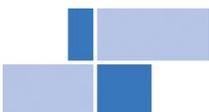
Parents considered an uninterrupted school attendance as very important for their children, especially for their children's future job history. Mainly, the Bulgarian language was considered as highly relevant.

Therefore, many children were only allowed to participate in the programme if they helped their parents at home and also made some efforts in school.

Through the programme, parents understood the importance of sports for the educational carrier of their children. Sports is equally important as learning.

Thanks to the programme, there were more topics of conversation between kids and parents. The children told their parents about their experiences within the programme activities.

The parents were, of course, proud of the achievements of their children.



Overcoming stereotypes (of the majority population, but also within Roma community)

Within the project activities, there were mixed groups of Roma and non-Roma participants. This led to intense contact between these children. Within the groups, societal roles and hierarchies did not matter. On the contrary, this led to an overcoming of stereotypes and prejudices. No matter where a person comes from or if s/he wears a headscarf, interlinking elements had been at the centre. What really mattered were the achievements in sports and other project activities.

Strengthening of empowerment and self-esteem

Within the project activities, the kids had the possibility to try new sports and to discover new personal abilities. They managed difficult situations as a group. They also learnt to cope with pain and losses.

Some project activities took place at distant locations as climbing halls. This meant that participating kids and teachers had to travel together a certain distance. Therefore, kids got used to traveling with public transportation, which had been unfamiliar to them before the project started.

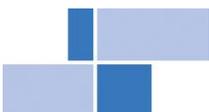
During the project activities, the children consistently had different possibilities for achievements, i.e. they won an art prize. Of course, they were very proud of it.

The kids attended the programme activities with great pleasure. They felt taken seriously by their teachers and trainers. From time to time, there was even the possibility for the kids to show something to their teachers and trainers, so that they were the experts, i.e. how to play online games.

The self-esteem of the participating children was also strengthened through the self-organisation which was necessary for attending the programme activities (Where do I go to? At what time do I have to be there?). Participating in the project activities led to a more structured day for the kids. Also, children with a higher self-esteem dared to express their opinion or developed own ideas.

Therefore, the strengthening of self-esteem and self-determination led to the development of the personality of the participating children.

Success stories: A Roma girl in the volleyball group hardly talked at the beginning. In the end, she was an active and lively member of the group. A boy in the swimming group was very shy. Later, it turned out that he was the best swimmer. He gained more self-esteem, became a group leader and motivated the group to train together for a swimming certificate.



Non-discrimination (discerning discrimination)

The teachers and trainers welcomed all kids that enrolled for the programme activities. No differences based on origin or other social groups were made.

Further, the kids themselves did not discriminate. For them, all participants were equal. Even friendships were built between children from different social groups.

Participation in society

The project activities were important possibilities for the children to participate in society. The activities took place regularly and with fixed groups. Therefore, it was possible for the participating children to meet kids from other societal groups and to even make friends with them. They also stayed in contact between the lessons live or via social media. Furthermore, the regular traveling via public transport also strengthened these new friendships because of the extra time spent together.

The common activities were at the centre of the offerings. Participating kids were part of a team; therefore, they were important for the whole group. The children supported each other in sports but also in the learning activities. So, it was possible to make achievements as a group.

The groups of the project activities also stayed in good contact with other groups of the same sport. They organized friendly matches with other groups. Participation in an online „Talent-Day“ was very motivating for the participants (All creative activities of the arts, dance and Bulgarian groups at PS school). It was very exciting for them to show their abilities to other children, teachers, parents, etc.

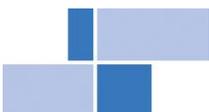
Access to and achievement in education

In all groups there had been measurable positive effect on Bulgarian language and social skills; kids are more motivated to come to school for the project activities than for the mandatory lessons. Attending the project activities led to 100% completion of the school year 2019/20 and 100% continued participation in 2020/21 and 2021/22.

Success story: A girl from the dancing group transferred to a higher school in the city centre.

Contact between Roma and non-Roma children

All project activities took place in mixed groups. Therefore, multiple contacts between children from Roma and non-Roma communities were possible.



In particular at the SB school in Plovdiv, the mixed groups of Roma and non-Roma as well as of mixed gender got along very well. They supported each other in the learning process and friendships (also outside the everyday life at school) were made.

Mixed groups led to decreased prejudices towards each other. Even the parents of the participating children got in contact with each other, also over societal boundaries.

Involvement of girls

Within the project activities, offerings only for girls were conducted. This led to a higher participation of girls who were allowed by their parents to attend the programme activities. Female teachers and trainers served as role models for these girls and their parents.

Overall, around 50% of the programme activities were for girls.

Sports&Learning goals' achievement

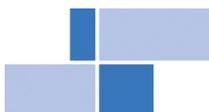
The combination of sports and learning elements within the programme activities was of highly relevance for the project. The participating kids were motivated activities to develop a meaningful perspective for their future by means of a combination of sports and learning offers and interesting leisure activities. Most of the activities also focused on the development of social competences of young people.

The programme activities established a direct link between sports, leisure time and learning activities. Only children who took part in learning activities were allowed to also participate in sports and leisure activities.

All activities in the programme were interlinked with each other. Topics that were covered during the learning activities, were also treated within the sports programme or the leisure time activities. This offered the chance to examine a specific topic from different perspectives. Within that, human rights education played an important role.

Kids that participated in the project activities felt more motivated to attend school. The atmosphere between kids, teachers/trainers and social workers was very open and supportive.

All hypotheses and approaches from the beginning of the project were validated.



3. Exploring conditions/factors favoring or hampering the full enjoyment of the RtE

a) Within the project (manageable) explored by action research

Parents take informed decisions on the basis of knowing about the value of education (RtE)

The interviewed parents appreciated the value of education as very high for themselves as well as for their children. They consider education as a value of great importance for everything: work, the future wage, easier jobs. The parents hope that their children will finish school (even higher grades) with good results so that they can realize their dreams.

However, it is also very important for the interviewed parents that education leads to the development of the personality of their kids, hopefully making them human beings with self-esteem and a broad knowledge.

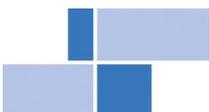
For all interviewed parents, it was very important that their children participated in the programme. They also saw the connection between learning support and sports as very important and positive. Parents stated, that Sports helped children to develop, taught them how to behave in certain situations and brought them in contact with children from other schools and societal groups.

As only 3-5 parents had been interviewed it cannot clearly be asserted that all parents took an informed decision for their children to participate in the programme. Probably, in Stolipinovo most parents could be seen as oriented toward high value of education even before the project started. They shared a good contact with the Roma Foundation and participated in former projects. In addition, they have already known the teachers/trainers and trusted them a lot. The interviewed parents talked about the teachers and trainers in a very positive way. To the parents, the teachers/trainers seemed to be very professional and could serve as good role models for the children.

The parents, of course, also considered the accompanying social support as a big.

The situation in Nordstadt differs a little bit from this. Here, kids came to the project activities in many cases without the involvement of their parents. In some cases, parents even did not know that their children participated in the programme.

Therefore, it is not possible to identify clearly if parents took an informed decision about the participation of their children in the programme activities.



Exchange facilitation (process)

On the partners' level

The Roma Foundation in Stolipinovo conducted working meetings with the leaders, teachers and trainers of the school groups on a regularly basis. At these meetings, achievements and difficulties in the implementation of the tasks were discussed. Participants exchanged good practices, positive results and optimistic views. The issue of quick adaptation and transition from real (present) to online learning environments was raised as a certain difficulty.

The project management held a working meeting with the school management of Pencho Slaveykov Primary School and Simon Bolivar Secondary School, where a personal evaluation was submitted for all trainers and teachers. The school leaderships confirmed the good effect of the project, the motivation of the children to participate and expressed their wish that the project continues over time.

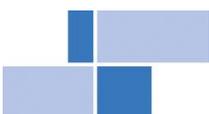
Professional Exchange within Grünbau, Dortmund, happened mostly in team settings. The Dortmund team developed new formats, for example Alpha Play for literacy training.

On the project level

Exchange meetings were held during the workshops on Sports and Learning and human rights trainings in Dortmund in January and Plovdiv in February 2020. Furthermore, several online meetings and other virtual exchanges (emails, phone calls) took place. Due to the Corona-lockdown in Bulgaria, Germany and Austria, a virtual meeting was held on 2 April 2020, as well as written information was shared among all partners. The project conference in May 2021 and a final Exchange meeting on 21 October were held to enable exchange among professionals in the project (see reports 3.1, 3.2, 3.3 and 3.4, 3.5, 3.6).

Caritas SIQ provided teachers, trainers and social workers with a collection of sports and learning exercises in the form of a “GUARANTEE Toolbox” with exercises. The ETC Graz elaborated a human rights curriculum for this purpose. Furthermore, the deliverable on desk research was prepared and shared among project participants and the wider interested public. It clearly showed that the GUARANTEE methods are innovative and proved effective during their application in the project.

Both project staffs concluded that the approach of giving human rights issues a sports label or vice versa was a very new experience and lesson learnt to almost everyone. The combination “right to education and sports training” was not inherent in all activities. However, it played a major role for staff members when defining the goals of their activities. Also, the GUARANTEE Practitioners' Guide for Implementers



of a Sports & Learning Program in this context was (and is) a good background tool to reflect and plan activities with the projects' target group.

The exchange among staff members within different schools (Plovdiv) and different professionals (Dortmund) enriched the GUARANTEE staff's possibilities within the goals of the project and in the framework of their usual professional lives as teachers or community workers. Beyond the local Dortmund and Plovdiv exchanges, the Graz staff tried continuously to transmit professionals' experiences along staff through collecting data on experiences for reports, deliverables, events and manuals.

Capacity building effects in GUARANTEE

As a resume, most staff stated that the project gave them the opportunity to try out new things. Hence, within these new formats (dancing and language for example) new combined learning methods could be developed and tried out. Furthermore, the exchange between schoolteachers from Plovdiv and Social Workers from Dortmund strengthened mutual understanding and made different professional living environments tangible for both sides.

Social Media Capacities: a great variety of channels were used for professional communication. These skills will continue to be used as the pandemic is not over yet. Another lesson learned for both teams was that online settings cannot fully replace real meetings among professionals. The lack of real life professional settings presented one of the greatest challenges for exchange and capacity building.

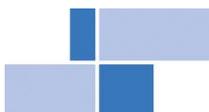
b) Structural, institutional and societal (external) factors

The situation of Roma in Bulgaria

School as an institution

The quality of school education in Bulgaria, including the qualification and motivation of staff, class sizes, extra-curricular activities, school facilities and equipment, differs greatly between bigger cities and the countryside, between city centers and the outskirts, between segregated or ethnically mixed neighborhoods and neighborhoods inhabited predominantly by the majority population. Bulgarian Roma mainly live on the outskirts of the cities and in (often poor) rural areas. There are completely segregated nursery schools and schools in or close to many of the bigger Roma neighborhoods, like Stolipinovo in Plovdiv or Fakulteta in Sofia.

Notwithstanding that Bulgarian legislation prohibits the existence of such ethnically segregated (pre)schools or classes, the state does not provide a desegregation strategy on a national level. Fully implemented educational inclusion policies and



practices on the municipal level (like e.g. in the Black Sea town of Kavarna) are a rare exception. According to the National Strategy for Equality, Inclusion and Participation of Roma 2021-2030 (Draft)¹ suggests that almost 50% of Roma pupils attended *de facto* segregated school classes in 2020.

The National Strategy names as reasons (apart from macro factors like the socioeconomic and demographic situation) the ongoing persistence of so-called “primarily segregated” educational institutions, negative attitudes towards the perceived “otherness” of Roma, conservative traditions that do not value education and a low educational status of many Roma parents. The National Strategy also recognizes that secondary segregation in Bulgarian educational institutions intensified and underlines the necessity of differentiated, multi-level approaches by local educational authorities.

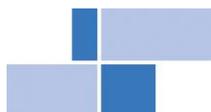
Officially, all schools are open to all pupils regardless of ethnicity, but it is often difficult for Roma pupils to enroll in “better schools” without having strong support from their parents and advocacy from NGOs or Roma activists, which is often reserved for people with a higher social and financial position, not necessarily for Roma pupils from the poorest neighborhoods. Bulgarian schools without Roma pupils are generally not proactive in raising the attendance rate of pupils from this minority group. In addition, “secondary segregation” is widespread and not decisively counteracted, i.e. the more Roma pupils join a school, the more parents from the majority population take their children from these schools. Educational mediation is mainly directed towards the minorities, and problematic attitudes and behavior of the majority population are not discussed broadly.

The average age of teachers in 2021 was 49 years. Teachers, who gained their qualifications in a time when the official ideology was trying to erase the existence of ethnic minorities (during state socialism until 1989) or shortly thereafter, still constitute half of all the teaching staff. Many teachers tend to expect assimilation from the Roma pupils rather than providing them equal access to education. The younger generation of teachers grew up with ethnic segregation as being “normal” and often does not perceive it as something they can or should change. The number of Roma that work as school teachers is negligible.

The different levels of educational participation are clear: 20% of the pupils starting school in 2017 were Roma, but only 2% studied in the 11th grade.² Many Roma parents express discontent with the education their children receive in segregated schools or classes (“they are rubber-stamped without learning much”).

¹ https://pgbg.eu/pgf_wp/?p=609&lang=en

² <https://bnr.bg/post/100811526/edna-peta-ot-balgarskite-uchenici-v-parvi-klas-sa-ot-romski-proizhod>



Drop-out of Roma children

Children from Roma communities drop out of school much earlier than the average pupil and at very high rates. According to a 2021 survey by the National Statistical Institute³, the share of early leavers among Roma is at 68% (about 16 times higher than that of ethnic Bulgarians) – in 2016 only 15% graduated from high school, compared to 87% for the population as a whole. The reasons are various. Many Roma families cannot keep up with the costs of schooling. Many boys leave school in order to find work to support the family and girls stay at home to care for children and household chores. Girls also abandon education because of early marriage or pregnancy. Additionally, the permanent pressure of racial discrimination through classmates, parents of classmates or teachers contribute to the high rates of drop-out.

Stereotypes and racism

The 2016 European Union Agency for Fundamental Rights survey identified that one in four Roma in the EU experienced racism and four in ten Roma felt discriminated against during the five years preceding the survey.

A 2019 poll found that 68% of the Bulgarian population holds an unfavorable view of Roma.⁴ Common statements include: "They live on social welfare at our cost, we pay their water and electricity bills, they are dirty, lazy, illiterate and don't send their children to school. We are tolerating them, but they want to live like that."⁵

Many local authorities actively discriminate against Roma in terms of access to education, housing and health care (for example, there are not enough doctors per person). Bulgarian media report regularly about Roma being denied access to swimming pools, night clubs or restaurants. Football stadiums in Plovdiv or Sofia are no-go-areas for Roma, as they are likely to be attacked by openly racist hooligans.⁶ Anti-Roma sentiments and racist slurs are broadly used by populist politicians, usually without legal consequences. Although Bulgaria's anti-discrimination and anti-hate-speech legislation meet EU standards, they are not applied in practice.

Stereotypes such as, "They are good at sports or singing and dancing"⁷ and anti-Roma opinions are also widespread among non-Roma teachers. Research suggests that many teachers consider school segregation to be appropriate because Roma pupils are thought not to fit into ethnic Bulgarian classes due to their alleged "wild behavior, lack of hygiene, lack of intellectual capacities."

³ <https://www.nsi.bg/en/content/3434/drop-outs>

⁴ <https://www.pewresearch.org/global/2019/10/14/minority-groups/#many-in-europe-view-roma-unfavorably>

⁵ https://www.researchgate.net/publication/260368502_The_anti-Roma_stereotypes_in_Bulgaria

⁶ <https://transnationaleraum.wordpress.com/2019/04/25/fusballszene-plovdiv/>

⁷ quotes from interviews made during the GUARANTEE project



In addition, mixed classes are thought to be against the interest of Roma pupils, as they are "often rejected, or ignored, by the ethnic Bulgarian pupils".⁸

Multilingual surroundings / language barriers

Roma children in Bulgaria usually grow up in a bilingual or even multilingual environment, where the languages have different functions. Romani is mainly a spoken language of everyday life with many local dialects, very often mixed with Bulgarian and Turkish words. It is not widely used for written purposes, TV or other media, i.e. Romani as a standardized and fully functional language does currently not exist in Bulgaria.⁹ Turkish is the mother tongue of many Roma in the southern and eastern parts of Bulgaria, who also often self-identify as Turks, and Turkish media are their preferred source of information and entertainment. Bulgarian is spoken by most Roma to a certain degree, but usually not broadly used within the families.

The official language in Bulgaria and the educational language in all schools, however, is Bulgarian (Romani and Turkish are optional subjects in some primary schools, but not in preschool or secondary education). Due to the above indicated reasons (plus the lack of contact with ethnic Bulgarian peers due to spatial segregation), many children have no or only rudimentary knowledge of the Bulgarian language when they start (pre-)school.

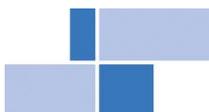
In some cases, Bulgarian speaking teachers are supported by education mediators from the Roma community, but as a general rule, Roma pupils are taught in a language that is (initially) foreign to them, creating problems of understanding and motivation. Extra Bulgarian language education at segregated/mixed schools is provided, but this is not enough to compensate for the deficits that accumulate in the environments described above.

Poverty

According to the 2016 EU-Midis survey, 86% of the Roma in Bulgaria were at risk of poverty and social exclusion (a number almost four times higher than that for the average population), and 27% were living in households where during the previous month at least one person went to bed hungry. 23% of Roma were living in households without running water, and 44% were living in dwellings without a toilet and shower inside.

⁸ Veselina Lambrev, Anna Kirova & Larry Prochner (2020) Education reforms for inclusion? Interrogating policy-practice disjunctions in early childhood education in Bulgaria, *Education Inquiry*, 11:2, 126-143, DOI:10.1080/20004508.2019.1708616

⁹ (p.39) https://osis.bg/wp-content/uploads/2020/11/RECI_Bulgaria-report_ENG-f.pdf



NEET (Not in Education, Employment, or Training) rates among Roma in the age group 16-24 are very high, with 79% of women and 52% of men, as are the rates for early school leaving (defined as: “Persons aged 18-24 with at most lower secondary education and not in further education or training”) - 77% of women and 57% of men.¹⁰

In 2015, the average monthly income of Bulgarian Roma was around one fourth (ca. 135 Euro)¹¹ of the national average wage (ca. 460 Euro net).¹² In 2021, the monthly child support for one child in families with an income less than 210 EUR per family member was 20 EUR, for two children 46 EUR, for three children 69 EUR, and for four or more children 74 EUR in total.

Healthcare

Poverty also affects health and life expectancy of Bulgaria’s Roma population; life expectancy is over 5 years shorter compared to the average Bulgarian population. The child death rate is double the national average.¹³ About half the Bulgarian Roma have no health insurance.¹⁴ The public health insurance entitles to free health care at an appointed general practitioner, the emergency services, and the hospital. In cases of emergency, one is entitled to free health care, regardless of insurance status. Children under the age of 16 are also entitled to free health care according to the law. However, the patient is responsible for the costs of medicines, except during hospitalization.

The unhygienic conditions in living areas due to wastewater, exhaust fumes, garbage piles, keeping and butchering animals in public spaces, and the cramped living conditions, bring specific health concerns to Roma neighborhoods like, for example, in Stolipinovo. These are exacerbated by lacking health education. In addition, there are higher risks to specific local health risks such as poliomyelitis (linked to a lack of vaccination), tuberculosis, rickets, hepatitis and HIV (linked to consumption of intravenous drugs and unprotected intercourse).

The lack of medical care in combination with malnutrition has already visible consequences during childhood. There are many people who show signs of

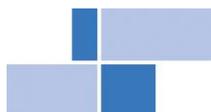
¹⁰ <https://fra.europa.eu/en/publication/2016/second-european-union-minorities-and-discrimination-survey-roma-selected-findings>

¹¹ Roma Inclusion Index (<https://www.rcc.int/romaintegration2020/files/user/docs/Roma%20Inclusion%20Index%202015.pdf>)

¹² https://www.capital.bg/politika_i_ekonomika/bulgaria/2019/08/15/3951499_sredniat_dohod_na_domakinstvo_na_rastva_do_33_hil_lv/

¹³ Roma Inclusion Index (<https://www.rcc.int/romaintegration2020/files/user/docs/Roma%20Inclusion%20Index%202015.pdf>)

¹⁴ Roma Inclusion Index (http://www.romadecade.org/cms/upload/file/9810_file1_roma-inclusion-index-2015-s.pdf)



developmental problems related to malnutrition, which may also affect educational performance, as well as cause avoidable disabilities.

Segregation

As mentioned above, many Roma children have limited contact to their peers from the majority population due to growing up in a segregated Roma neighborhood. However, there are clear differences regarding living conditions and relative wealth and poverty within these communities. This depends on whether the person belongs to a family who trades or practices a particular craft, is in employment or has an informal job, or if there are labor migrants within the family who send money from abroad. Children from these families have different prospects than the ones who belong to the poorest among the poor, live in the slums and whose parents try to get by as a day laborer or with rubbish collection from the bins around the city.

Roma families often have a history of systematically being kept away or discouraged from attending higher education, this stretches over several generations. Parents and grandparents, who could have attended higher education, usually have a low level of education because they were recommended to or believed it was an economically better choice for them to attend schools for construction workers or other less qualified menial jobs.

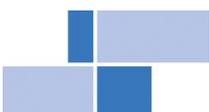
Segregation also means a clear divide in potential role models for young people: Whereas practically all the representatives of “the Bulgarian society” are from the majority population, including mayors, administration clerks, police, teachers, doctors, nurses, pharmacists, social workers, civil servants at the job centre, etc. Most Roma work in waste removal and recycling, municipal cleaning and gardening, construction, agriculture, run a little shop or other small businesses that do not require high qualifications.

Migration

Bulgaria has a high percentage of emigrants: 6.5 million people are living in Bulgaria (census 2021), more than 1 million in other EU member states, and another estimated 1 million worldwide. According to Eurostat, about 10% of the Bulgarian workforce were working abroad in 2020.¹⁵

The example of Stolipinovo has been studied in relative detail regarding migration and the effects on families. An estimated 40% of all households have at least one

¹⁵ https://ec.europa.eu/eurostat/statistics-explained/index.php?title=EU_citizens_living_in_another_Member_State_-_statistical_overview



family member living in another country. Many families move abroad and back again several times (with children or without) before they decide where to stay.¹⁶

Thus, many families are transnational and many Roma children are very often left with their grandparents (like children in Bulgaria in general) or repeatedly taken out of their educational environment which leads to a disruption of their learning progress.

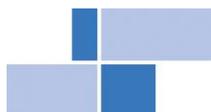
Covid-19 pandemic

The overall situation in Bulgaria during the pandemic was characterized by widespread disinformation campaigns on most (social) media channels, by many right-wing politicians (but also individual politicians from almost all established parties), and by some religious leaders (especially orthodox and evangelical Christians and, partially, Muslims). Trust in the state and media is generally low, which contributed to the lowest vaccination uptake in the EU (vaccination rates were around 30% in January 2022).

During the first wave of the pandemic, several Roma communities were cordoned off by the police for weeks (in Stolipinovo this was avoided thanks to talks between Roma NGOs and the local authorities). The general situation in the Roma communities is bleak: many local jobs were lost, people have less income from working abroad due to travel restrictions, there is a lack of testing facilities and no engagement with reliable information about the pandemic. In summer 2021, an estimated 10% of the Roma population was vaccinated and a vaccination campaign initiated by the Ministry of Healthcare in Bulgaria that involved 250 Roma health mediators, did not change the picture. Parents don't trust the tests that are required for their children to attend in-person education. Thus, Roma pupils stay longer in online/distance education than necessary with all negative consequences.

Roma pupils have similar problems as pupils elsewhere, but some factors are more distinct. For example, many pupils don't have their own room, or a quiet place for studying and participating in distant education due to crowded living conditions; they have no reliable access to the internet and have to use open hotspots or mobile internet (that not many can afford); many pupils have insufficient computer hardware and rely mainly on smartphones and tablets instead of desktops or laptops, if there is any hardware at all. In addition, many pupils and their parents lack computer skills and no extra lessons were offered to compensate that. Due to the travel restrictions, many pupils from transnational families were not able to see their parents and sometimes even lost contact with them for a long time.

¹⁶ http://www.zefir.ruhr-uni-bochum.de/mam/images/materialien_band_13_soziale_arbeit_in_transnationalen_sozialr%C3%A4umen.pdf



The situation of Roma in Germany

Migration

Germany is the number one receiving country for emigrants from Bulgaria. In 2020, around 400.000 Bulgarian nationals were permanently living in Germany. Additionally, many people also work and live in Germany as subcontractors or in the informal sector without being registered there. The number of Roma among them can only be estimated according to their general share of the population in Bulgaria which is about 10 to 15%. In particular since the Bulgarian EU accession in 2007, many German cities like Berlin, Hamburg, Munich, Duisburg or Dortmund have significant populations of Bulgarian Roma, who often concentrate in the poorer neighborhoods of these cities. Roma from the Plovdiv Region, especially Stolipinovo, have been predominantly migrating to Dortmund, where there are now living around 5.000 Bulgarian Roma.

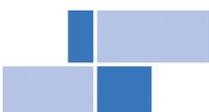
Living conditions

Some after effects of residential segregation in Bulgaria could also be observed after migration to Germany. Roma strongly rely on personal networks for finding work and housing and, thus, very often move to the same neighborhoods abroad. Well-studied is the situation in the Nordstadt neighborhood of Dortmund. Property sharks rented run-down buildings at rates of up to 300 EUR “per mattress” to Roma, who were arriving from Bulgaria being poorly informed about their possibilities in Germany and desperately looking for a place to live. This led to overcrowded living conditions and a concentration of social and infrastructural problems in certain streets and houses similar to the situation in the places of their country of origin. Some buildings drowned in garbage, the conditions were unhygienic and caused of health problems, informal workers and illegal prostitutes lined-up on the streets, social workers were not prepared for the extreme level of poverty that came with these migrants. However, many of the problems have been mitigated over the last few years by active municipalities and NGOs. For example, “problem houses” were taken over by municipalities, renovated and equipped with social services.

However, it has to be underlined that a large share of Bulgarian Roma also managed to avoid these exploitative situations, especially those with better education, who often managed to find official work and housing in Germany.

Education

The situation of many children and teenagers arriving in Germany from poorer and segregated Roma neighborhoods is especially precarious. After attending a

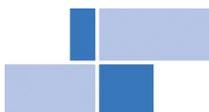


segregated school in Bulgaria or not attending school at all for longer periods due to poverty or repeated migration with their families, the pupils are often in a difficult starting position. Their knowledge of school subjects does often not correspond to the standard that German schools expect according to the Bulgarian school certificates and it is hard for the pupils to follow and to catch up with their peers. Many families are split up between Bulgaria and Germany, some children move several times between the two countries, between parents and grandparents, and educational biographies are broken repeatedly. Still, using again the example of the Nordstadt neighborhood in Dortmund, most Roma children in Germany attend schools and nursery schools. Dortmund could even reopen nursery schools because to the influx of Roma children from Bulgaria and Romania. Where necessary, the children receive additional learning support. Compared to Bulgaria, where it is difficult to switch to higher or better schools, especially for Roma or children from other vulnerable groups, the educational system in Germany is more open and flexible.

Another challenge are ritual marriages at a very early age. As in Stolipinovo, also in Dortmund children in migrant Roma families often grow up in a closed, traditional family culture. Girls are frequently “married” from the age of 12 years onwards to a “husband” who has also not yet turned 18 years. After the marriage, the girls usually stop going to school and are isolated from social contacts outside the family. The young fathers are under pressure to earn a living for the family and, therefore, drop out of school and training. Consequently, their educational disadvantage is passed on to the next generation (Stadt Dortmund, Sachstandsbericht Zuwanderung Südosteuropa 2018, 2018).

Discrimination and racism

Many Roma report racist abuse in Germany too, and discrimination in the educational system based on anti-Roma stereotypes also exists, but compared to Bulgaria many Roma seem to feel less discriminated by the public and the authorities: “In Bulgaria we are blamed for everything, in Germany we are only one of many migrant groups and not so much in the focus”. After several years of tensions in many neighborhoods and a lack of experience with this group of migrants, most German municipalities have adopted Roma inclusion policies. They hired Roma as outreach social workers and offer social services in Bulgarian.



4. Conclusion from RtE research and from analysis of promising practice: success factors for an S&L as a catalyst for guaranteeing the RtE

The GUARANTEE project followed a human rights-based approach placing the right to education at the centre. The right to education is an individual right, which leads to the development of personality, fostering of self-esteem and participation in society. This approach led to results that are broader and deeper as it would have been possible by only conducting a “pure” S&L project.

Out of the GUARANTEE project, a number of factors could be derived that had been necessary for the success of the project.

a) Successful organizational settings

Responsible project institutions

The GUARANTEE project clearly demonstrated that a successful S&L project has to be carried out by well-known and competent institutions. Institutions that are trusted by the participants and their families.

Project staff

Staff of the GUARANTEE project was selected quite carefully, as staff works directly with the target group. There has to be mutual trust between teachers/trainers and participating children and their families. Only teachers and trainers were selected that had already had experiences in working with the target group and similar programmes.

Social work

Participating children in the GUARANTEE project were mainly kids from vulnerable groups. In any case, they needed an accompanying social support. Therefore, a careful selection of staff for social support took place. Staff with experiences in working with the target group was selected. Further, staff had to be sensitive to special forms of discrimination and disadvantages.

Spaces for the project activities

For the project activities, mainly spaces that were close to where participants lived were chosen. For the participants it was easier to integrate going to these places on a regularly basis in their daily routines. Spaces that had been chosen for the project activities: schools, public places, sports facilities, etc.

If distant locations had been selected, attendance by teachers or trainers was ensured.

b) Key factors for success within the programme

4 A's scheme

The GUARANTEE project followed a human rights-based approach with the right to education at the centre.

All parts of the GUARANTEE project corresponded with the 4 A's scheme of the right to education.

Availability: The programme was available especially for marginalized and segregated communities.

Accessibility: The programme was accessible for all interested kids from all societal groups without any discrimination. Accessibility of spaces. Ethnic background of participants was never highlighted by teachers/trainers nor by other kids.

Acceptability: The programme was acceptable for participating children and their families. Acceptable concerning locations, time, content etc.

Adaptability: The programme was adaptable to potential unknown situations, as i.e. the COVID-19 pandemic.

Continuity and time

All activities within the GUARANTEE project were conducted over the full distance of the project time. This was even possible (in smaller groups or online settings) during the COVID-19 pandemic.

Therefore, no interruption of the programme for the kids occurred. Furthermore, teachers and trainers also stayed in contact with the kids even between the weekly lessons and also during the COVID-19 pandemic.

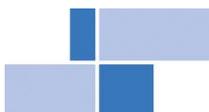
Group settings

Groups in the GUARANTEE project had been mixed as much as possible. Children from Roma communities participated as well as children from the majority population. Boys participated as well as girls. If gender-mixed groups were not successful, "girls only offers" were conducted to also allow girls to participate in the programme. Even if there was a high interest in the project activities, staff of the courses tried to limit the number of participants. Each participant had been treated as an individual with his or her special virtues and needs.

Interlinking of sports, learning support and human rights education

The activities in the GUARANTEE project established a direct link between sports, leisure time and learning activities. Human rights education played an important role in all activities offered within the programme.

All activities in the programme are interlinked with each other. Topics that are dealt with in the learning activities were also treated within the sports programme or the leisure time activities. For participating kids, this opened up the possibility of examining a special topic from different perspectives.



Methods

All methods selected within the project activities were participative, interactive, inclusive and flexible/adaptable to the needs of participants or changes from outside, for example the COVID-19 pandemic.

Methods within the activities were mixed to reach all kids with their specific needs and interests.

Methods of human rights education were involved whenever possible as i.e. for democratic processes or for discussion rounds on specific topics like gender discrimination.

c) Facilitation of values as key factors for success

Within the GUARANTEE project, teachers and trainers facilitated a number of values. These can be seen as core factors for success.

Voluntariness: Kids participated in the programme on a voluntarily basis. They decided what to do and to what extent.

Self-organisation: Kids had to be self-organized to participate.

Self-efficacy: Kids learnt to work on their self-efficacy by trying new sports or experiencing new learning topics. The combination of sports, learning and human rights education helped children in reaching their goals.

Relationship: A good relationship with teachers and trainers as well as friendships among the participants were crucial.

Self-esteem: Fostering of self-esteem by teachers and trainers.

Mutual trust: Mutual trust was the basis for success of programme activities.

Team play and fairness: Participating children were part of a team. Therefore, it was crucial to be a good team player and to be fair with others. Achieving success together and perceiving oneself as a valuable part of a team led to mutual feelings of joy and satisfaction.

All different – all equal: Discrimination and disadvantages had no place within the project activities.

The GUARANTEE project confirmed in practice that the positive effects of desegregation can be realized when the negative impacts of barriers are prevented simultaneously. Despite unfavorable starting conditions like segregation, marginalization, social disadvantages etc., the GUARANTEE project was successful with regard to the right to education.

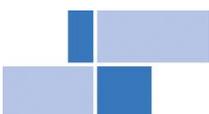


The indicators reasoned out of the listed success factors assumed that the project activities led to the prevention of school drop-out of the participating children as well as to the reduction of existing stereotypes.

d) Limiting factors

It is important to state that S&L projects as the GUARANTEE project could not be applied for the whole community of marginalized groups. Only individual students and their families could benefit from that kind of projects. Mostly, these were families that could be seen as oriented towards education even before the start of the project. This means that the most vulnerable groups will not benefit from that kind of projects.

The need for desegregation in a broadly way is still persistent in order to promote Roma equality and inclusion. For this, structural desegregation would have been necessary, which cannot be achieved within single and timely limited projects.



5. Conclusion on transferability

The GUARANTEE project took place in two completely different neighborhoods and settings. However, in both neighborhoods, the same programme was conducted within the framework of the project.

In both neighborhoods, the project was very successful thanks to the special programme, the methods and in particular because of the competent and well-known responsible institution.

A number of factors for success was analysed.

Therefore, the project is transferable to anywhere if these factors are observed.

