**JUST/2013/ACTION GRANTS**

**Progress Technical**

**Implementation Report**

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| When the duration of the action is equal or greater than 24 months, a progress report shall be submitted on paper and electronically within 2 weeks after the action mid-term[[1]](#footnote-1). It shall consist of:* a progress technical implementation report and
* a summary financial statement ("*Budget & Execution Summary")*.

The progress technical implementation report form shall be drafted in English.The European Commission will reject any incomplete reports. One hard copy of the progress report shall be sent to:European CommissionDirectorate-General Justice and ConsumersDirectorate AUnit A4: Programme ManagementMO59 04/021B-1049 BrusselsThe electronic version shall be sent either on a USB key or CD-ROM or by e-mail to the functional mailbox of the programme. |

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| **Agreement Number** | JUST/2013/FRAC/AG/6230 |
| **Project Title** | Participation, Experiences and Empowerment for Roma youth |
| **Name of the Beneficiary/Coordinator** | Universitatea Babes-Bolyai Cluj-Napoca, Facultatea de Sociologie si Asistenta Sociala  |

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| **Co-beneficiaries and Associate Partners** **(Name + Country)** | *Co-beneficiaries*1. University of Central Lancashire, Great Britain2. Hope for Children UNCRC Policy Center, Cyprus3. Instituto Degli Innocenti, Italy4. Cooperativa Sociale Onulus, Italy5. Universitat Autonoma de Barcelona, Spain6. Fundacio Privada Pere Closa, Spain7. Laboratory on Studies and Research on Social Intervention (LERIS), France8. Siauliai University, Lithuania9. University College Dublin, National University of Ireland, Ireland10. New Bulgarian University, Bulgaria11. Huddersfield University, Great Britain12. University of Stirling, Great Britain*Associate Partners*1. Together for Them – Baia Mare, Romania
2. University of West – Timisoara, Romania
3. Know How Centre, Bulgaria
4. Save the Children, Wales
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| **Dates of project implementation** | Start date: 01/01/2015End date: 31/12/2016 |
| **Period covered by the report** | 01/01/2015 – 30/12/2015 |

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| **Project website(s)** (if applicable) | http://www.peeryouth.eu/ |

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| **part 1 – results and impact of the project** |

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| **1.1. Present the main achievement of your project so far** |

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| The focus of our work in this project is building capacity and training among Roma/Traveller children/young people and the professionals/helpers/teachers working with them in their communities and schools. Our objective is to encourage participatory activities in organizations and schools to empower the marginalised Roma young people in different settings. Our hope is that these activities will have positive impacts and action for change, to progress goals that young people set. The main achievement as far has been developing the initial training manual, hosting the initial training workshops, securing detailed ethics approval for work with the young Roma, and running exploratory sessions with young Roma people. PEER partners have all invested in networking activities and have mobilized project partners: associations, schools, practitioners and academics, developing at this stage local and national networks.In the first year of PEER activities, the consortium has fulfilled its main commitments for the first phase of the project. In all the participating consortium members have developed a new knowledge base for all its areas of work: empowerment of Roma young people, development of training materials and collaborative evaluation tools as well as networking in national and international framework. In some of the co-beneficiary’s countries PEER activities are ground-breaking, like in Cyprus and Lithuania, where professionals, academics and civic organizations knew very little about the needs of Roma communities; in Romania, Bulgaria, Italy, France and Spain, with a large pool of previous knowledge on the needs of Roma communities, but little research, policy or practical experiences on involving young people in change in their own communities and lives, PEER activities brought together assistance experience in Roma communities and participatory action with youth; for Ireland and UK there is a large pool of research and participatory action with children and young people, but much less with Roma youth, so applying existing materials to groups of Roma youth, and bringing change in Roma communities is still a challenge and young Roma young people have been enabled to take the lead in sharing knowledge with others. We can refer to two levels of achievements: Firstly, we've been able to get together individuals from different professional backgrounds to discuss and be informed about the existence of Roma communities in all our countries, while providing training on using participatory tools. Some of the professionals attending the Initial Core Training, while interested in future work with Roma young people, were unaware of the life circumstances of these communities, like for example the existence of Cypriot Roma. Secondly, the project teams initiated a pioneer work in many of the schools and organizations where they worked with Roma youngsters, since they actively engaged them in expressing their needs, their priorities for change and framed some ways they can be actively engaged in actions for the benefit of their own lives and communities.As a result of the WS1 activities we have a draft training manual that has been piloted in all countries, with numerous exercises and tasks translated in all 9 languages. Evaluation sheets and suggestions have been completed by trainers and trainees. Analysis of this evaluation date will lead to improvements in MAGIC SIX manual, to be published in the next phase. As a result of WS2 activities, 29 PAI (,,MAGIC SIX”) groups have been run in all participating countries, involving Roma young people. As a result we have accumulated a bank of material to work with the young people in subsequent sessions, especially about the things they like in their communities as well as what they would like to change. This knowledge base will be continuously enriched and further evaluated in the next phase of the project will be the bases for further action research in the communities and further dissemination.WS 0The management team, from UBB (the project director, the financial manager, the appointed project secretary) and UCLAN (the lead researcher) invested time and energy to manage the coordination tasks in our large consortium. We started by planning the ,"Initial Inter-country coordination meeting in Cluj-Napoca" and the ”Initial inter-country training manual meeting (and producing draft training manual)" which took place in 2-3 February. Representatives of all co-beneficiaries took part in both meetings. Financial requirements of EC issues were explained to co-beneficiaries and the way UBB is going to contract all of them. Delivery timescales and outputs were also clarified. We continued by establishing the initial agreements with all partners and transferring 50% from the funds received from the Commission for all twelve partners involved in the project for implementing activities in the first year. As the process of hiring staff and training started we had to manage the claims partners to modify budgets. During the first year of the project the coordination within the consortium was smooth, the project secretariat functioned very well, messages were circulated rapidly and feedback was generally fast in all directions. During the first couple of months of the project all co-beneficiaries strengthened their teams, clarified the roles of their team members and hired staff for the activities of the project. All co-beneficiaries contacted NGOs, schools, municipalities and established contracts for the duration of the project. The Lead researcher (UCLan) and colleagues from the Bulgarian team closely collaborated in developing the manual, working directly with organizations of young Roma in Scotland and one associate partner in Wales (Travelling Ahead). Clear methods for collaboration between the three UK universities (UCLan, University of Huddersfield and University of Stirling) were also established. They have also involved three Roma young people in the management team, and Roma colleagues or Roma led organisations (from Bolton College, Leeds GATE and Article 12) have been contracted to support the WS1 and WS2 activities. WS2 activities have also been supported by staff at Splott Play Centre, Torfaen Traveller Education Service. The two co-beneficiaries from Barcelona, Spain, and the two co-beneficiaries from Florence, Italy had developed also good cooperation.All co-beneficiaries participated in the second inter-country meeting 30 Nov-1 Dec 2015, hosted by UAB. It gave the possibility to evaluate the work done during the first year in the consortium, plan for the evaluation report and for the common work in the second half of the project. A scientific committee was established to oversee the development of a publication strategy for our work.WS1 New Bulgarian University was responsible for designing the initial training and this was managed in close collaboration with UCLan and in cooperation with other co-beneficiaries from the consortium and The manual revolves around an action research cycle developed by Cath Larkins in conjunction with Roma and other marginalised children young people which we have called The PAI. In the UK 5 young Roma and four workers developed content for the training manual and ideas on training were also gathered from 20 participants in Bulgaria, 5 in France, 18 in Spain, 11 in Italy, 6 in Lithuania and 19 in Romania. Information could not be gathered in Cyprus due to lack of experience of working with Roma communities, but feedback from those with experience was fed into the training event (Activity 3). In order to improve the PEER manual, the WS1 team from New Bulgaria University and UCLan, together with the WS1 leaders in all countries, is currently reviewing the training that has been delivered. All WS1 leaders of the co-beneficiaries have sent their reports on the delivered training and their suggestions on the revisions of the manual, gathered from Roma young people and those working with them. UCLAN has developed video materials on the training. Several instructions, exercises and evaluation forms comprised in the manual were translated in all national languages (Romanian, Spanish, Bulgarian, and Turkish – in Cyprus, Lithuanian, Italian, and French). The project staff in all countries have introduced discussion groups with trainers who applied the manual, to identify what went well during the training, what information and exercises were relevant, and what is needed for going on with the training. This made the training consistent and troubleshooting became successful.Using the manual and demonstrating exercises based on local experiences, UCLan, Young Roma Supported by Travelling Ahead and The New Bulgarian University have delivered training to workers and young people from Romania, Cyprus, Spain, France and Lithuania. To ensure two-way exchange of knowledge the University of Huddersfield also delivered training to Bulgaria. Many co-beneficiaries have also developed extra content for training manual to better fit the age and developmental characteristics of the young Roma and other people involved in the trainings. Guidance on this may be fed into the final manual. UCLan has prepared accreditation of the training for young Roma and continues to pilot this with young facilitators in Scotland (planned for January 2016), supported by the University of Stirling and Article 12/Young Gypsy Traveller Lives.Some of the positive impact of this training has been fed back to UCLan and PEER on Twitter, by workers from two local authorities. One started implementing the PEER PAI model within the same month as the training was received without any funded support from PEER. The second pledged local authority support for the pilot group action.In total, over 200 participants have been trained as follows:There were 5 initial training sessions in Romania, 2 of them by external trainers, 3 led by our national WS1 leader. First two were in Cluj-Napoca, one of them by the coordination meeting in February, and the second by the training session in April. These were followed by the national training sessions held in Baia Mare (15.10.2015), Timișoara (23.10.2015), and Cluj-Napoca (02.11.2015). 40 young people (master students, Roma young people and professionals, other professionals, volunteers) were trained as participation facilitators for members of minority/marginalised Roma communities. The training covered issues on participation of children, the Magic 6 manual and PAI groups, as well as the documents to be filled by participants and facilitators. Within the UK, UCLan has delivered training to 26 participants at three events, including workers from 6 local authorities’ youth/ social and education services and workers from 3 NGOs, Roma young people and UCLan students. Two events were co-facilitated by a colleague working for the New University of Bulgaria.In Cyprus, UCLan delivered the initial core training to over 20 participants interested in working and learning about Roma communities in Cyprus. The event was facilitated by the Hope for Children UNCRC Policy Centre and Individuals from different backgrounds (civil servants, NGO workers, social workers, teachers, academics, sociologists, psychologists) attended and actively engaged with the activities; most had very little knowledge about Roma population in Cyprus. Later training, run by UNCRC Hope for Children involved 17 participants (school staff, NGO staff, and young Roma trainees). Dublin University organized two training workshops held with teachers, NGO staff and university students, the first with 9 participants and the second with 6 participants.Siauliai University organized an initial training session with the assistance of The New Bulgarian University, and later organized further such training sessions with the acquired skills. 3 Roma persons were invited to participate to take part in the initial training. In Italy Istituto Degli Innocenti and Cooperativa Sociale Onlus, deliver training to 14 participants using the participatory manual and to 12 participants using their own training material. In Spain, *at* the Universitat Autonoma de Barcelona Cath Larkins (UCLAN), Andy Bilson (New Univ. Bulgaria), Roma young people and workers from Travelling Ahead/Save the Children Wales delivered participatory training to 27 participants and UAB also delivered further training to 9 participants. The same team of researchers also delivered training to 25 participants at an event facilitated by Fundacio Pere Closa, SP. FPC then delivered further training to 8 participants. Colleagues from LERIS in France attended the first of these two training events in Spain. They then delivered two days of training to 17 participants in France. In Bulgaria, the New Bulgaria University facilitated a two day training event at which the University of Huddersfield delivered training to 24 participants. Further training was delivered to 8 participants.WS2. Reflective action and inquiry to support shared evaluation Drawing on the participatory action manual, having trained the first facilitators, and having previously prepared the evaluation framework, in WS2 we put participatory action research into action and piloted the PAI sessions with the first groups of young people. Pilot Activities took place in all consortium countries. Although we anticipated that there would be three groups of 10 in each country, group sizes, country sizes and number of Roma vary considerably and we have adapted to local conditions. Between one and six groups have been worked with in each country (1 in CY- 6 I Spain). A total of 29 PAI groups were started and 23 accomplished all the sessions. Each group worked with us for between 2 and 8 sessions, with a total of 152 sessions delivered (6 in CY – 27 in BG). In total 367 young people (almost all Roma) have participated in capacity / skill building, and through these Participatory Action Intervention (PAI) experiences, as described in the PAI training manual. Between countries, numbers of young people involved has ranged from 17 (Cyprus) to 75 (Spain). The evaluation framework for these activities and the initial training was created by UAB (Universitat Autònoma de Barcelona), in cooperation with UCLAN, UBB and agreed in the consortium. An essential part of it has been the design of a Baseline data collection framework (ET1) to describe the social and institutional context of the participatory work with the young Roma people. The information was collected on all the sites where the PAI activities started and sent to the WS2 coordinator for a synthetic report. Further, evaluation forms were introduced in the PAI manual (ET2A and ET2B, ET3A, ET3B, ET3C and ET3D) and were completed by trainers and trainees along the training and PAI activities. As a result, all along the training seminars and PAI activities we had evaluation meetings with our facilitators, staff, young people and collaborators. The extent to which groups have achieved their aims will be evaluated from December 2015 to June 2016, but the co-beneficiaries acknowledge that some of the young people’s aims for change require long term shifts in institutional practices. PAI activities which they wish to make public have been reported on Twitter through @PEEREU (UCLAN) as well as by photos and videos, some being placed on the website, others will be placed in restricted area, as agreed by the groups and staff. All partners from countries other than those with English, as maternal language, have translated evaluation tools in their own language. All co-beneficiaries reported some difficulties of the young Roma participants to fill in the seemingly lengthy individual progress evaluation tool (ET3A), the Meeting session sheets (ET3B) and the Progress Self-evaluation sheet (ET3C), designed to understand the motivations, opinion, attitude of the participating children, their understanding of their own progress on their targets, in spite of the fact that the questions were formulated clearly and kept simple. As a result alternative and more participative evaluation has been added during the process. UCLAN has developed a guidance for young people involved in “PAI” and placed on the site for young people who would like to report on their activities. The guidance is to ensure that young people are clear about what sort of materials (visual/audio materials, not just written materials) can be submitted to the country-website, as illustrated by the UK site (<http://www.peeryouth.eu/country/uk/gallery-page/gallery-4>). This has been reviewed at the international coordination meeting in Barcelona and new guidelines will be uploaded in January, 2016. Pilot projects based on the PEER training have taken place in all countries as described above. Some examples of this (and the challenges encountered) are as follows:**UK**, UCLAN has organized 3 PAI activities: Group A meets in a school based youth forum for Roma (GRT) young people and is co facilitated by one young Roma and the PI. The facilitators have worked together to gather background information about where they are working and complete the pre and post session evaluation forms. The PEER project here is providing the young people in the Forum with the opportunity to make international links and to consider the needs of migrant Roma young people who are not currently included in their forum. Following their lead, our aim in engaging in this setting where participation is already embedded is to inspire practice which is as child-led and international as possible. Group A have written a response to a Welsh Assembly Consultation on the Roma Strategy, based on their research with other PEER participants. Group B meets in a further education college for aged 16+ and works with a mixed group of Roma and migrant/refugee young people who have been or are in ESOL classes. The group is co facilitated by a Roma adult community researcher, 3 Roma and 3 non-Roma young facilitators and a college staff member. The Lead Researcher, 3 young facilitators and teacher worked together to develop recruitment materials, the young people then toured ESOL classrooms to recruit anyone interested in participating in the group. They named the project as concerned about Roma participation but did not limit membership to only Roma young people. This was to ensure that unnecessary divisions were not imposed between already marginalised young people and to enable attendance by those young people who fear identifying as Roma in an education setting. As the project progresses it has been wonderful to see Roma young people grow in confidence in expressing their identity. Members in group B have previously conducted research on different topics with other young people attending their college. Their action in PEER is to ensure that their reports will be informed also by Roma students’ views. Their reviews have been reported to the college management and changes have already been made in one of the three areas they have been working on: catering services. Group C only met for two sessions, but during this time they developed clear plans about how to improve leisure facilities on their site. Outside of the PEER meetings, staff have given some young people to support to take these ideas forward including renovating a community building, but this has not been formally recorded as PEER activity. Rather, our partner NGO has requested that they delay the PEER pilot activities, so that it can fit with their organisational develop plans, and enable them to set up systems through which young people can identify priorities and take action for change through the NGO on an on-going basis. We have been supportive of this decision as it is in the spirit of embedding participation into organisations in ways that will outlive the time-span of the PEER Youth project.**CY** Currently, trainers from the Humanitarian Independent Institution “Hope For Children” UNCRC Policy Center are developing capacity-building activities with Roma children at the Agios Antoniou Primary School in Limassol with the collaboration of the school’s staff and of Cyprus Roma expert and academic Chryso Pelekani.  Throughout 2016, further activities will take place to train young Roma facilitators who will support the implementation of participatory-action activities with groups of Roma children, and engage with online communication with Roma children from all partner countries.In **Ireland**, three groups of traveller children aged 10 – 12 years, from two primary schools (25 children) have been involved in PAI activities, piloting the PAI. During the activities, the children collected 500 photographs that the children took over one weekend, selected key photos that reflected their priorities in terms of things that were good in their lives and things they would like to changeIn **Lithuania**, Siauliai University organized three PAI groups for the project in Zagare, Panevezys and Vilnius/moved later to Jonava. All consent and evaluation forms have been translated into Lithuanian. During the sessions facilitators helped those to complete the forms, read, explained the statements/questions.In **Spain**, three groups of Spanish Roma (Gitano/Calo) yough were recruited by three subcontracted grassroots Roma NGOs. All these groups attracted the top age-group understood between 15 and 22, in three different neighbourhoods of Barcelona city. All together 35 young Roma were involved in the 6 PAI (Magic 6) sessions. In 2 sites the 6PAI sessions were completed, while in one site a new PEER group was recruited from a different age group. In this latter, the 6 session are to be completed during the month of January 2016. The three Roma teams developed very different community participation proposals that they aim to develop throughout the 12 continued action research sessions in 2016. The drop-out rate has been relatively low in all three groups. While in one site we managed to set up an ethnically and gender-wise mixed group, in the two other sites groups are both ethnically and gender-wise homogeneous. In site 1 aims to set up a Community Leisure Club, that includes both the acquirement of official leisure monitor training degree and the setting up of a formal youth organisation. In site 2, young Roma women aim to set up a face-painting and T-shirt design organisation that may offer their services in community festivals as well as at private parties (wedding, etc.). In site 3, young Roma aim to actively participate in the neighbourhood’s festival (Festa Major) ornamenting their street and offering cultural and children programmes (in August 2016). WS3Coordination of the information gathering activities of the partners was the task of UBB. A template for created to enable the collection of information on the state of art around consortium countries on publications about Roma children's; Based on the template completed by all partners a report has been delivered by the workstream leader.For building the project web-site, consultations with partners took us to a list of characteristics of the platform and a bidding process was launched by UBB. The website operates <http://www.peeryouth.eu/> and a staff member ensured the transmission of instructions about the utilization of the platform in order to achieve visibility and communication within the consortium and outside the consortium with partners. Stirling University, has ensured that the information gathering and dissemination work is well underway in the UK. A database of good practice guides for participatory work with children and young people and some specific documents have been developed and online links to these are included where available. The researches of Siauliai University have reviewed and analysed all possible resources about Roma people, their participation, experience, project activities in Lithuania. As a result, the list of publications and projects about Roma community and Roma people activities, life style has been prepared.For UK, the country web page includes materials from participatory activities which have taken place in the UK and training activities the UK team have delivered in Romania, Spain, Bulgaria and Cyprus (see <http://www.peeryouth.eu/country/uk/uk-progress>). Two additional social media platforms have been developed: Facebook and TwitterWe have provided opportunities for the PEER project to enable networking between young people and with wider practice and policy environments. This has been achieved through face to face meetings, email lists, Twitter and a secret Facebook closed group as well as through the website that is regularly updated using our Twitter feed. The private Facebook page is only accessible to people who are invited to attend. It includes posts about PEER events taking place across Europe and provides a forum for young people involved in PEER projects to connect. One group for example from Wales posted an audio, with young people recording about themselves and invited other young people to engage with them. A group from France has also sent a video message to others.So far we the consortium had one face to face networking activity during WS1 and 2 activities. We have also held two on-line networking exchanges on November 23rd. One between young people in the UK and one between a UK group and a Romanian group. The young people involved benefitted from engaging in joint activities and sharing their experiences of their involvement to date. In terms of stake holder networking with have had further success. Some examples of which are as follows:The success of the Italian project is due to the cooperation of “Istituto Degli Innocenti” and “CAT Cooperativa Sociale”, who succeeded in ensuring the involvement of important stakeholders in the project activities: the public library “Biblioteca Canova” (Municipal district 4) and “L’Isola” association (Municipal district 5), which will support the actions of the two partners. Both are in favour of in bringing Florentine Roma youth and children closer to local places of social interaction. In Cyprus, HFC has created a page on its website dedicated to PEER with the logo of the EU, and has published a Press Release also on the organisation's website. University College Dublin disseminated its activities at Garret Fitzgerald Autumn School (October 18th 2015) , where the Irish Human Rights Commissioner expressed considerable interest in this EU funded project, expecting to be further involved in the dissemination of its results. For the Universitat Autònoma de Barcelona, dissemination included meetings with stakeholders of the municipality’s technical staff at different levels: youth activating agents in all three neighbourhoods were contacted; local schools were informed about our activities; a brief article was published on the PEER core training through the Roma People’s Virtual Museum, that is an online platform under the framework of the Catalan Comprehensive Roma Plan, managed by the Catalan Government. <http://www.museuvirtualgitano.cat/ca/actualitat/179-participacio-experiencies-apoderament-per-a-joves-gitanos.html> In order to implement project activities Siaulai University signed cooperation agreement with Panevezys Children's Day Centre and Consultants' Office in Jonava. The representatives of these institutions are the mediators between Roma youth and the university. The photos of the training as well as the initial training are uploaded on the website. In addition, the project was presented at the discussion during Tolerance day in Panevezys. Leris has mobilized around the project national partners: associations and academics. It developed a local network, but also launched national appeals on different platforms networks. Regarding communication, it regularly updated our website in order to make visible the progress of the project, has participated in meetings and offered information for an article appeared in Bordeaux. |

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| **1.2. Ethical issues** *(max. 1/2 page)*Have you been faced with any ethical issues during the period covered by this report? How did you solve them? |

Ethical approval for the overarching international study has been granted by the University of Babes Bolyai. Further ethical approval for work has been granted by ethics committees at the University of Central Lancashire, University College Dublin and Siauliai University, Lithuania. We are continuously reflexive in our work processes to the practical ethical challenges in order to learn from them and improve. We have decided to try to work in both locations where young people are engaged in formal education and locations where they are not attending school, even where this lowers number participating in the project, as the principle of engaging with those who are harder to reach is important. We have been monitoring individual needs as well as social factors such as age and ethnicity, to determine who may be more likely to be included or excluded. Despite our working in this way, in rare circumstances, some young people who initially engaged in the project have subsequently shown such challenging behaviour that we have decided to postpone or withdraw from engaging with them. These decisions are made partly due to our constraints of time limited work, and the need to work within boundaries of behaviour which partner NGOs consider to be sustainable. Some parents have attended sessions in order reassure their concerns and enable their children to participate. Likewise we have reassured concerns or avoided missing formal education activities and maintained clear lines of supportive communication with managers and directors. Where necessary to comply with local and national guidelines, participants have not been asked about ethnicity directly. We continue to monitor the implications of facilitators’ age, gender and ethnicity through the evaluation framework. On all sites we recognise the right of participants to their own identity, and respect their ways to express it.We have recognised the need to make a point of ethical commitment that the facilitators/researchers/practitioners who are most in contact with the children are well trained and prepared, have experience in working with children, their organizations have experience and know the specifics of working in the Roma community and that they are well supported by our teams. We are seeking to support young people’s ownership of the project in a number of ways. Firstly, by achieving a balance of outputs and ways of young people sharing their ideas and connecting with others. This makes these outputs slower to become public. But, products of children not containing names or identities (reports, projects, etc.) represent valuable learning material, not only for researchers, and are starting to be shared to create a sense of pride. We’ve tried to keep peer led research informal and asked for verbal consent and then taken filling in paper questionnaire as sign of consent. We have also asked for signed consent if young people not in PEER, who are interviewed or consulted by PEER members, want to reveal their identity in research reports. We have concerns that individual payment to participants using vouchers is not always appropriate and can create false expectations. In the future we will offer group rewards instead, where this is deemed more appropriate.

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| **1.3. Conclusions and recommendations for the European Commission in terms of legislation/policy-making (if applicable)** |

For EU projects focusing especially on Roma, it seems confusing that in France the question of ethnicity can’t be raised as such; this raises difficulties in forming the target groups and the facilitators/professionals to work with them.

In the consortium the issue was raised that there might be a need for a European ethical guide while working with vulnerable human subjects. Such guide should recommend that safety issues for project workers need to be prioritized, so as all safety risks for all people involved should be avoided. When group activities are foreseen for children, or youth, or other vulnerable individuals, BBU and UcLan suggest that decisions should be made on a case by case basis with regard for individual and group circumstances.

As young people can raise deeply personal and profound issues of their lives, that have wider implications for personal and social identity, stigma and foundations of this from an early age, project leaders have to do all that stay in their power to treat these issues so that no harm affects young people and their voices are heard. Future policy developments in the field of participation should acknowledge the value of established relationships and support the development of initiatives where individual case advocacy and group participation are co-delivered.

This is a little early to measure, however, we see that obviously for the work to engage with young people, especially Roma who are actively travelling or migrating, their stability in a place is an important element. Forced evictions hamper the integration process and the implementation of the project. Similarly, it's essential to have associations already established in the area to rely on trust to initiate process of participation. Also, financial support enables associations to initiate this work.

Even where it has been challenging for co-beneficiaries to start and maintain group work with young people, there has been significant learning about the advantages of participatory work Co-beneficiaries and their national partners will continue to learn from the ongoing activities, as the learning process is continuously captured and evaluate

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| **part 2 – workstreams and activities** |

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| **2.1. Implementation of the Workstreams** |
| **Instruction on how to report on the implementation of Workstreams****You must be consistent with the structure and logic of your project** **as presented in the Workstreams in Annex I to your Grant Agreement**. |
| **I. Activities**Review the planned activities for the Workstream as presented in Annex I to your Grant Agreement and indicate in this report: * which of the planned activities have been implemented so far, including a description of these activities;
* which of the planned activities scheduled to take place during the period covered by the report were not implemented, and explain why; when will they be implemented; will this delay have any impact on the whole timing of the project
* if any unforeseen activities were implemented, including a description of these activities and how they have been financed. Activities must be planned in Annex I and costs indicated in Annex III to be eligible under the EU grant.

Be concrete and specific in your descriptions and explanations. |
| **II. Output(s) and deliverable(s)**Outputs and deliverables are respectively **intangible and tangible** outcomes/results of your activities. Review the outputs and deliverables for the workstream as presented in Annex I to your Grant Agreement and list in this report outputs and deliverables already produced under the Workstream. **II.a. Output(s)**List the outputs already completed: e.g. conferences, seminars, trainings, training modules, events, knowledge, professionals trained.Indicate: The title, date of implementation, place of implementation and number of participants.Example: *Seminar for professionals, 9-10/10/2014, Brussels, 219 participants.***II.b. Deliverable(s)**List the deliverables already finalised: e.g. manuals, leaflets, websites, articles, training material packages, books.Indicate: precise title, type, format (e.g. printed and/or electronic), languages and number of copies produced.Examples: *1. Good Practice Guide on XXX, publication, printed and electronic, EN (100 copies), FR (only electronic), DE (100 copies), IT (only electronic) , ES (100 copies), PL (only electronic)* *2. http://www.myproject.eu/, website, electronic, all EU official languages* |

**Workstream 0 – Management and Coordination of the Project**

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| **I. Activities** |

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| **Implemented activities**Activity 1. Planning events, projects, meetings, development and troubleshootingPlanning activities for preparation of the ,,Initial Inter-country coordination meeting in Cluj-Napoca" and for the ,,Initial inter-country training manual meeting (and producing draft training manual)" took place in January. During the planning we had internal discussions for arranging accommodation, finding meeting rooms, planning catering, coordination of arrivals and departures for persons from 12 partners, preparing the agenda for the meetings and discussing it by electronic means. The coordination team UBB consulted with UCLAN from UK and with UAB from Barcelona in planning for sessions of the meeting. UCLAN (UK) partner elaborated the work-stream and activity planner (Gant sheet) that was explained and discussed with the other partners before and during the Initial inter-country coordination meeting; all twelve partners planned their activities for the first year of the project;Activity 2. Initial inter-country coordination meeting in Cluj-Napoca - all partners participated in the meeting in Cluj-Napoca, except the representative of Stirling University, UK, who was not budgeted for travel. All partners achieved a shared understanding of the project's activities, of the working principles, management, administration issues, financial and reporting;Activity 3. Clarification of the team members’ roles in each country as well as the tasks and responsibilities took place in national coordination meetings and communication;Activity 4. Inter-country coordination meeting in Barcelona - the aim of the meeting was to facilitate communication, coordination, decision making and learning from evaluation of the data collected in every phase of the project till now, to deepen reflection on the work by the national coordinators, to reinforce cooperation in the consortium, and ensure reporting to the commission;Activity 7. National management meetings - the aim of the activities was to ensure communication, coordination and shared decision making and collaboration within teams of the co-beneficiaries, but also across the borders between partners, in every phase of the project, in order to guarantee the proper functioning of the project and ensure reporting to the commission;Activity 8. Preparation and submission of the intermediate report. The activities were based on exchanges of information coordinated by the secretariat of the project (in BBU, RO).**Activities delayed or not implemented**We did not have delayed or not implemented activities in WS0**Unforeseen activities**Activity 1. Following the contract with the European Commission, the coordinator of the project (BBU, RO) prepared partnership contracts with all the 12 partners in the consortium;Activity 1: Contracting partners for identifying target groups and implementing WS1 and WS2 activities;Activity 1. Transferring (UBB, RO) 50% from the funds received from the Commission for all twelve partners involved in the project for implementing activities in the first year. Activity 4. We have to note that the second inter-country meeting in Barcelona was planned by our coordination team for two days instead of one as planned in the initial project and the budget. According to our schedule the first meeting day was devoted to the accomplishments from WS1 and WS2 completed by the ethic discussions and the second day for budget issues, dissemination activities, reporting and finally to planning for WS4 (for the next research intervention activities). This change in the schedule produced minor modifications to some of the national budgets (especially for accommodation). |

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| **II. Output(s) and deliverable(s)** |

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| **II.a. Outputs**For Activity 1: Activity Planner (Gant sheet), Framework for ethics approval, table for ethical issues, deliverable reminder, UCLAN and UBB circulated by email to the consortium, January, 2015;For Activity 1: Partnership Agreement signed by all 12 partners in original, February, 2015For Activity 1: Transfer of funds for all partners, January - June, 2015;For Activity 1 : (CAT and IDI, IT)Coordination meetings with collaborators in order to collaborate in fulfilling the activities with public Library Canova, 04/03/2015, Florence;For Activity 1:(UBB, RO) Contacting and establishing terms of cooperation with Anghel Saligny High school, October 2015, Cluj-Napoca;For Activity 2: Initial inter-country coordination meeting, 2/02/2015, Cluj-Napoca, 29 participant;For Activity 3: Each partner had built its national team and established the tasks and responsibilities for each team member and also coordinated its members, ongoing since January till December 2015;For Activity 4: Inter-country coordination meeting, 30/11/2015 - 01/12/2015, Barcelona, 28 participants;For Activity 7: Outputs were different for coordinator and co-beneficiaries, as follows:**Coordinator (Beneficiary) - Babes-Bolyai University (BBU), RO**National management meeting, on 4/02/2015, in Cluj-Napoca, with 12 participants (from the three sites where the pilot PAI activities were applied: Cluj-Napoca, Baia-Mare and Timisoara).Team meeting, on 12/05/2015, in Cluj-Napoca, with 6 participants (Cath Larkins participated at this meeting).Team meeting, on 8/10/2015, in Cluj-Napoca, with 10 participants - to discuss about the role of the Romanian Team in the international coordination. Team meeting, on 12/11/2015, in Cluj-Napoca, with 9 participants - planning the Barcelona meeting and the tasks of the workstream coordinators.Team meeting, on 11/12/2015, in Cluj-Napoca, with 9 participants - to evaluate the work done during the first 11 months of the project and to discuss the tasks of each member of the Romanian Team in the interim report Continuous communication between the secretary of the project with contracted staff maintained during the first year (February-December 2015), in order to manage the costs of the activities, clarify financial terms and supply with the necessary documentation for running the WS1 and WS2 activities. **Co-beneficiary 1 and 12 - University of Central Lancashire (UcLan) and Stirling University, UK**Team meeting, on 13/1/2015, in Preston, with 6 participantsTeam meeting, on 26/3/2015, in Preston, with 4 participants Team meeting, on 24/06/2015, ONLINE, with 6 participantsTeam meeting, on 29/9/2015, in Preston, with 11 participantsTeam meeting, on 15/12/2015, ONLINE, with 8 participants**Co-beneficiary 2 - Hope for Children (HFC), CY**Team and collaborators meeting, on 09/10/2015, Nicosia, with 3 participantsTeam and collaborators meeting, on 30/10/2015, Nicosia, with 3 participantsTeam meeting, on January 2015, Nicosia, with 5 participants – establishing contacts with stakeholdersTeam meeting, on February 2015, Nicosia, with 5 participants – evaluation of outcomes of 1st inter-country meeting, programming next stepsTeam meeting, on December 2015, Nicosia, with 7 participants – evaluation of project progress and plan future activities**Co-beneficiary 3 and 4 Istituto Degli Innocenti (IDI) and Cooperativa Sociale Onlus (CAT), IT**Team meeting, on 24/02/2015, Florence, with 4 participants – planning and coordinating activitiesTeam meeting, on 08/04/2015, Florence, with 4 participants - planning and coordinating activitiesTeam meeting, on 22/09/2015, Florence, with 5 participants – planning the activities for workstream 2Team meeting, on 28/10/2015, Florence, with 5 participants – reflecting on the activities done so far**Co-beneficiary 5 and 6 – Universitat Autonoma de Barcelona (UAB) and Fundacio Pere Closa (FPC), SP**Team meeting, on 10/06/2015, in Badalona, with 10 participants – following up group work, coordinating some of the activities at national level UAB Team, FPC Team and other 3 subcontracted NGO’s**Co-beneficiary 7 - Laboratory on Studies and Research on Social Intervention (LERIS), FR**Team meeting, on 15/01/2015, in Montpellier, with 6 participants – establishing the steps for fulfilling the activities together with OAQADI (On A Quelque chose A Dire - http://www.oaqadi.fr/)Team meeting, on 25/03/2015, in Montpellier, with 7 participants – meeting with with NGO Mrap (http://ancien.mrap.fr/english) and with ONG Amenca (http://amenca.free.fr/)Team meeting, on 10/04/2015, in Montpellier, with 4 participants – meeting with NGO CASNAV (http://www.ac-montpellier.fr/pid32194/casnav.html)Team meeting, on 07/05/2015, in Montpellier, with 3 participants – meeting with OAQADI to plan and to coordinate activities together Team meeting, on 26/07/2015, in Montpellier, with 5 participants – meeting with a few volunteers Team and collaborators meeting, on 01/10/2015, in Marseilles, with 9 participantsTeam meeting, on 20/10/2015, in Montpellier, with 2 participantsTeam meeting, on 15/10/2015, in Montpellier, with 5 participantsTeam meeting, on 25/11/2015, in Montpellier, with 4 participants**Co-beneficiary 8 - Siauliai University, LT**Team meeting, on 20/03/2015, Siauliai, with 5 participants – establishing the Team roles for each member of the TeamTeam meeting, on 6/06/2015, Siauliai, 16 participants – coordination and management **Co-beneficiary 9 - University College Dublin (UCD), IR**Team meeting, on 13/03/2015, in Dublin, with 2 participantsTeam meeting, on 7/04/2015, in Dublin, with 3 participants, Team meeting, on 27/04/2015, in Dublin, with 3 participantsTeam meeting, on 06/05/2015, in Dublin, with 3 participantsTeam meeting, on 21/12/2015, in Dublin, with 3 participants**Co-beneficiary 10 - New Bulgarian University (with KNOW HOW CENTER – Associate partner), BG**Team meetings (weekly), between February 2015 - December 2015, with approximately 8 participantsnational management meeting, on 25, 26/05/2015, in Sofia, with 25 participants – meeting with participants representing 9 NGO’s to disseminate the activities of the project in order to establish new collaborations For Activity 8: Preparation of the intermediate report, 1 December 2015 – January 2016, all partners, coordination by the secretariat in BBU. All partners prepared national reports, listing their main results, activities and deliverables, ethical issues, dissemination activities, difficulties and obstacles; they also presented financial budgets and time-sheets.**II.b. Deliverables**For Activity 1: activity Planner (Gant sheet), working document, electronic, EN; For Activity 1: framework for ethics, working document, electronic, EN;For Activity 1: table for ethical issues, working document, electronic, EN; *For Activity 1:* ethics approval, printed document, EN*For Activity 1*: Consent to revealing identity, working document, electronic, ENFor Activity 1: deliverable reminder, working document, electronic , ENFor Activity 1: twelve Partnership Agreements, printed document, ENFor Activity 1: bank statement for sending funds for all twelve partners, March - June, 2015, depending on the date of receiving the Partnership Agreements, EN and ROFor Activity 1: agreement with Anghel Saligny High School, printed document, ROFor Activity 2: agenda of the meeting, working document, printed and electronic, EN; For Activity 2: minutes, working document, printed and electronic, EN; For Activity 2: attendance form, working document, printed and signed by each participant, EN;For Activity 2:planner for contact persons/coordinators for each workstream, from each partner, printed document and signed, EN;For Activity 2: project overview presentations, working document, electronic, ENFor Activity 3: employment contracts, printed, all partner languagesFor Activity 3: role descriptions, working document, electronic, EN*For Activity 3*: training schedule, working document, electronic, EN*For Activity 3*: research protocols, working document, electronic, EN*For Activity 3*: formal request for cooperation with facilitators (CAT, IT) , printed document, ITFor Activity 4: agenda of the meeting, working document, electronic EN; For Activity 4: minutes, working document, electronic, EN; For Activity 4: attendance forms, printed document and signed by each participant, EN;For Activity 4: consortium Agreement, printed document, EN;*For Activity 4:* power point presentations, working documents, electronic EN;For Activity 7: agendas of the meetings, working documents, electronic, all partner languagesFor Activity 7: minutes, working documents, electronic, all partner languagesFor Activity 7: attendance forms, printed documents and signed by each participant, all partner languages*For Activity 7:* synthetic presentation of project activities (LERIS, FR), electronic document, FRFor Activity 7: invitation (NBU, BG), electronic document, BGFor Activity 7: presentation text for participants (NBU, BG), printed and electronic document, BGFor Activity 7: power point presentation of the project (NBU, BG), electronic document, BGFor Activity 8: Intermediate technical report, printed document and electronic, EN. National reports, electronic form, uploaded on country web-sites. |

**Workstream 1: Title:** **Building capacity**

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| **I. Activities** |

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| **Implemented activities** Activity 1. Develop ideas to inform an initial training manual with Roma young people who have experience of participation projects - organising meetings/focus groups to gather knowledge on Roma Participation Experience;Activity 2. Initial inter-country training manual meeting (and producing draft training manual) - consolidating initial ideas, to develop an initial common training manual and guidelines on participatory methods of working with Roma young people, by drawing together ideas from all of the partner countries;Activity 3. Providing introductory core training on participatory methods of working with Roma people to future facilitators and develop and inter-country training manual - providing special skills and knowledge on participatory methods of working with Roma young people for the facilitators needing this training delivered by external experts Cath Larkins (UcLan) and Andrew Bilson in several countries involved in the project;Activity 4. Organizing and delivering training of the trainer's seminars (adults and young facilitators) - providing special information and skills for the trainers who will deliver subsequent training during pilot PAI activities (WS2);Activity 5.Training the trainees (staff and young people in NGOs and schools) - providing skills and knowledge on participatory methods and capacity building, developing the understanding of participative methods. **Activities delayed or not implemented***Activity 1:* Hope for Children, CY (Co-beneficiary 2) could not implement this activity as they were not budgeted for. *Activity 4:* Hope for Children, CY (Co-beneficiary 2) could not implement this activity as they need to communicate in Gurbetche and produce documents in Turkish so in order to do this they will request a reallocation of budget to cover the costs of subcontracting a language expert. *Activity 5:* University College Dublin, IR (Co-beneficiary 9) will implement this activity in 2016 as the person hired for this activity was on maternity leave.Activity 5: LERIS, FR (Co-beneficiary 7) will implement this activity in 2016. **Unforeseen activities**Activity 5. Training the trainees (staff and young people in NGOs and schools), in order to record the skills and knowledge on participatory methods and capacity building that were delivered during the WS2 sessions, and to develop the understanding of which participative methods are effective, we have changed the outputs and deliverables. Following the suggestion of the lead researcher, we agreed in the consortium that we need to use the allocated time to have sessions with staff and facilitators to identify how the training was delivered during each session, how the exercises and evaluation forms worked for trainees and rich descriptions of these to be included in the finalised training manual.  |

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| **II. Output(s) and deliverable(s)** |

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| **II. a. Outputs** **Coordinator (Beneficiary) - Babes-Bolyai University (BBU), RO**For Activity 1: Meeting/focus group, on 05/02/2015, in Cluj-Napoca, with 9 participantsFor Activity 1: Meeting/focus group, on 12/02/2015, in Timisoara, with 10 participants;For Activity 2: Inter-country meeting training, on 3/02/2015, in Cluj-Napoca, with 30 participants;For Activity 3: Introductory meeting core training, on 11/05/2015, in Cluj-Napoca, with 27 participants (Cath Larkins and Andy Bilson delivered the training);For Activity 4: Training seminar, on 15/10/2015, in Baia-Mare, with 18 participants;For Activity 4: Training seminar, on 23/10/2015, in Timisoara, with 11 participants;For Activity 4: Training seminar, on 2/11/2015, in Cluj-Napoca, with 11 participants;For activity 5: Training content feedback meetings,3X2 hours after the pilot PAI activities, on 13/11/2015, 27/112015 and 10/12/2015, in Cluj-Napoca, with 7 participants;For Activity 5: Training content feedback meetings, 1x2 hours meeting staff from Baia-Mare (NGO Together for Them), after pilot PAI activities, on 20/11/2015, in Cluj-Napoca, 4 participants;For Activity 5: Training content feedback online and telephone communication with staff from Timisoara (University of West), between 03/11/2015 - 15/12/2015, with 5 participantsNote: After the pilot PAI sessions (that are part of WS2), in Cluj we spent 3 x 2 hours with staff and facilitators to identify how training and information was delivered during each session. With staff and facilitators from Baia-Mare (NGO Together for Them) and Timisoara (University of West) the consultations were mostly on-line and by phone.**Co-beneficiary 1 and 12 - University of Central Lancashire and Stirling University, UK**For Activity 1: Meeting/focus group, on 28/03/2015, in Edinburg, with 9 participantsFor Activity 1: Meeting/focus group, on 14/04/2015, in Edinburg, with 6 participantsFor Activity 1: Meeting/focus group, on 30/04/2015, in S. Wales, with 6 participantsFor Activity 3: Introductory meeting core training, on 6/05/2015, in University of Central Lancashire, with 17 participantsFor Activity 4: Training seminar, on 24/09/2015, in Leeds, with 7 participantsFor Activity 4: Training seminar, on 29/09/2015, in University of Central Lancashire, with 4 participantsFor Activity 5: Training content feedback meetings, on 10/11/2015, University of Central Lancashire, 11 participants and on 03/12/2015, in Glasgow, with 4 participants*Note:* In the second year of the project, UCLan will organize a new training seminar (Activity 4) in S. Wales, on 26/01/2016, expected to participate about 25 participantsNote: In the second year of the project, UCLan planned further Training content feedback meetings (Activity 5), on 13/01/2016, 20/01/2016, 28/01/2016**Co-beneficiary 2 - Hope for Children, CY***For Activity 3*: Introductory meeting core training, on 09/06/2015, in Nicosia, with 22 participants (Cath Larkins delivered the training – despite our best efforts, Roma young people were unable to co-deliver due to externally imposed administrative delays in getting their passports. Their participation was via video.)*For Activity 5*: Training content feedback meetings, on 2, 5, 11, 12, 18, 19/11/2015, in Nicosia, with 4 participants. **Co-beneficiary 3 and 4 – Istituto Degli Innocenti and Cooperativa Sociale Onlus, IT**For Activity 1: Meeting/focus group, on 10/02/2015, Florence, with 11 participantsFor Activity 1: Meeting/focus group, on 16/02/2015, Florence, with 11 participantsFor Activity 3: Introductory meeting core training, on 30/06/2015; 03/07/2015; 14/10/2015; 29/10/2015, Florence, with 14 participantsFor Activity 4: Training seminars, on 30/06/2015; 03/07/2015; 14/10/2015; 29/10/2015, Florence, with 12 participantsNote: They did activity 3 and activity 4 at the same time during the same sessions of the training of the trainers (NGO workers and volunteers) and young and adult facilitators working with Roma young people.For Activity 5:Training content feedback meetings, 6x1 hours after pilot PAI activities, on 19, 27/11/2015 and 03, 09, 15, 22/12/2015, Florence, 7 participantsFor Activity 5:Training content feedback meetings, 6x1 hours after pilot PAI activities, on 16, 23/11/15 - 7, 10,17, 23/12/15, Florence, 7 participants**Co-beneficiary 5 - Universitat Autonoma de Barcelona, SP***For Activity 1:* Meeting/focus group, on 27/02/2015, in Barcelona, with 4 participants*For Activity 1:* Meeting/focus group, on 09/03/2015, in Barcelona, with 4 participants*For Activity 1*: Meeting/focus group, on 09/04/2015, in Barcelona, with 5 participants*For Activity 1*: Meeting/focus group, on 17/04/2015, in Barcelona, with 8 participants*For Activity 1*: Meeting/focus group, on 05/05/2015, in Barcelona, with 9 participants*For Activity 3:* Introductory meeting core training, on 21/05/2015, in Barcelona, with 27 participants (Cath Larkins, Andy Bilson, Roma young people and workers from Travelling Ahead/Save the Children Wales delivered the training)*For Activity 4:* Training seminar, on 18/09/2015, in Barcelona, with 9 participants*For Activity 5:* Training content feedback meeting, 15x1 hours after pilot PAI activities, between 14/10/2015 – 25/11/2015, in Barcelona, with 7 participants**Co-beneficiary 6 - Fundacio Pere Closa, SP***For Activity 1*: Meeting/focus group, on 28/01/2015, in Barcelona, with 8 participants*For Activity 1:* Meeting/focus group, on 02/02/2015, in Barcelona, with 9 participants*For Activity 3:* Introductory meeting core training, on 22/05/2015, in Barcelona, with 25 participants (Cath Larkins, Andy Bilson, Roma young people and workers from Travelling Ahead/Save the Children Wales delivered the training)*For Activity 4:* Training seminar, on 07/06/2015, in Barcelona, with 8 participantsFor Activity 5: Training content feedback meeting, 9x1 hours after pilot PAI activities, between 3/10/2015 – 18/12/2015, in Barcelona, with approximately 6 participants for each meeting**Co-beneficiary 7 - Laboratory on Studies and Research on Social Intervention, FR***For Activity 1:* Meeting/focus group, on 01/07/2015, in Montpellier, with 5 participants*For Activity 1*: Meeting/focus group, on 30/07/2015, in Montpellier, with 2 participants*For Activity 1*: Meeting/focus group, on 30/07/2015, in Marseilles, with 4 participants*For Activity 3:* Introductory meeting core training, on 21/05/2015, in Barcelona, with 27 participants (2 participants from LERIS, FR)*For Activity 4:* Training seminar, on 01/06/2015-02/06/2015, in Montpellier, with 17 participants**Co-beneficiary 8 - Siauliai University, LT***For Activity 1*: Meeting/focus group, 30/01/2015/, Siauliai, with 6 participants*For Activity 3:* Introductory meeting core training, 9/09/2015, in Siauliai, with 15 participants*For Activity 4:* Training seminar, 27/05/2015, in Siauliai, 16 participantsFor Activity 5: Training content feedback meeting 3x1 hours after pilot PAI activities, between 17/09/2015-09/10/2015, in Zagare, with 7 participants*For Activity 5:* Training content feedback meeting 3x1 hours after pilot PAI activities, between 9/10/2015-16/11/2015, in Panevezys, with 7 participants*For Activity 5:* Training content feedback meeting, 3x1 hours after pilot PAI activities, between 1/12/2015-16/12/2015,in Jonava, with 9 participants**Co-beneficiary 9 - University College Dublin, IR***For Activity 1:* Meeting/focus group, on 03/03/2015, in Dublin (Irish Traveller Movement), with 6 participants*For Activity 3*: Introductory meeting core training, on 21/03/2015, in Dublin, with 9 participants*For Activity 4:* Training seminar, on 25/04/2015, in Dublin, with 6 participants**Co-beneficiary 10 - New Bulgarian University, BG** *For Activity 1:* Meeting/focus group, on 7/05/2015, in Kyustendil, with 20 participants*For Activity 1*: Meeting/focus group, on 14/05/2015, in Kyustendil, with 20 participants*For Activity 1:* Meeting/focus group, on 21/05/2015, in Kyustendil, with 20 participants*For Activity 1:* Meeting/focus group, on 28/05/2015, in Kyustendil, with 20 participants*For Activity 1:* Meeting/focus group, on 4/06/2015, in Kyustendil, with 20 participants*For Activity 1:* Meeting/focus group, on 11/06/2015, in Kyustendil, with 20 participants*For Activity 1:* Meeting/focus group, on 18/06/2015, in Kyustendil, with 20 participants*For Activity 1*: Meeting/focus group, on 25/06/2015, in Kyustendil, with 20 participants*For Activity 3:* Introductory meeting core training, on 8,9/06/2015, in Sofia, with 24 participants (Barry – Percy Smith delivered the training)*For Activity 4:* Training seminar, on 9,10/11/2015, in Sofia, with 8 participants*For Activity 5:* Training content feedback meeting, 4x3 hours after pilot PAI activities, between 29/10/215 – 18/12/2015, with 10 participants**Co-Beneficiary 11- University of Huddersfield, UK***For Activity 3:* Introductory meeting core training, on 8, 9/06/2015, in Sofia, with 24 participants (Barry – Percy Smith delivered the training)**II. b. Deliverables** For Activity 1:attendance forms, printed document and signed by each participant, all partner languages;For Activity 1: Analysis report based on the ideas shared, printed document and electronic, EN;For Activity 2: Draft training manual for professionals, working document, electronic, EN;For Activity 2: Agenda of the meeting, working document, electronic, EN;For Activity 2: Attendance forms, printed document and signed by each participant, EN;For Activity 2: Inter-country draft training manual, printed and electronic document, all partner languages;For Activity 2: Minutes, working document, electronic, EN;For Activity 3: Training Agendas, working document, electronic, EN;For Activity 3: Report of the Training, printed document and electronic, all partner languagesFor Activity 3: Attendance forms, printed document and signed by each participant, EN;For Activity 3: Presentations for participants (UCLan, UK), printed and electronic document, ENFor Activity 4: Training Agendas, working document, electronic, all partner languagesFor Activity 4: Report of the training, working document, electronic, all partner languagesFor Activity 4: Attendance forms, printed documents and signed by each participant, EN;For Activity 5: Attendance forms for the post PAI training content feedback meetings, printed document and signed by each participant, EN;For Activity 5: Report of the training, printed document and electronic, EN. |

**Workstream 2: Title: Reflective action and inquiry to support shared evaluation**

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| **I. Activities** |

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| **Implemented activities**Activity 1. Development of the evaluation framework and tools - Balint Abel Beremeny the leader for workstream two (UAB, SP) provided the necessary frames and tools for the evaluation of the existing participatory activities and those tools were translated by each partner in their languages;Activity 2. Pilot group work with Roma young people to identify their issues of concern and to evaluate local participatory initiatives and opportunities, in order to get an understanding of current challenges/risk factors and protective factors - giving to the participating Roma young people greater knowledge and understanding about how to conduct effective participation to help bring about change in their communities and to pilot the PAI model.Activity 3. Evaluation of the group work, to assess successes, challenges and the effectiveness of the training to young Roma, including considering the impact on young people's knowledge and understanding - assessing the impact brought by the pilot and embedded group work and initial training;Activity 4. Evaluation intermediary meetings sharing learning from the project to date to feed into development of the training manual and the advocacy guide - assessing the progress of the evaluation process**Activities delayed or not implemented**Progress with some of the pilot activities stalled due to a variety of reasons. Pilot activities were implements in all areas, but sometimes these did not include as many young people for as long as we had hoped. These included local difficulties within organisations who were gatekeeping our access to young people, over commitments for some very active young Roma and disengagement from other young Roma. We will feed this learning back into the development of guidance when evaluation analysis is complete. Other issues with personnel have added to delays and this work will be complete once health problems/ language needs are resolved.**Unforeseen activities***Activity 2:* Hope for Children, CY (Co-beneficiary 2) - will engage an interpreter proficient in Greek and the Turkish Cypriot dialect spoken by the Roma children to help in implementing the PAI sessions in an additional site. |

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| **II. Output(s) and deliverable(s)** |

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| **II. a. Outputs** For Activity 1: Evaluation framework developed by UAB, Barcelona and discussed with all partners via electronic means and at the Initial inter-country coordination meeting held in Cluj-Napoca (02/02/2015), between January - March/2015, all twelve partners participated in discussing the evaluation tools;**Beneficiary – BBU, RO**For Activity 2: Six sessions with the first group of Roma children, between 03/11/2015 - 15/12/2015, in Cluj-Napoca, with 14 participants;For Activity 2: Six sessions with the second group of Roma children, between 11/11/2015 - 16/12/2015, in Cluj-Napoca, with 14 participants;For Activity 2: Six sessions with the third group of Roma children, between 04/11/2015 - 25/11/2015, in Baia-Mare, with 19 participants;For Activity 2: Six sessions with the forth group of Roma children, between 12/11/2015 - 8/12/2015, in Timisoara, with 16 participants.For Activity 3: Reflective evaluation at the end of each pilot group session, between 03/11/2015 - 16/12/2015, in Cluj-Napoca (two pilot groups), in Baia-Mare, in Timisoara.For Activity 4:Evaluation of initial and targeted training sessions and children's learning during the project, between 03/11/2015 - 16/12/2015, in Cluj-Napoca, in Baia-Mare, in Timisoara.**Co-beneficiary 1 – UCLan, UK**For Activity 2: Two sessions with the first group of Roma children, on September, 2015, in Leeds, with 7 participantsFor Activity 2: Six sessions with the second group of Roma children, between November-December, 2015, in Bolton, 23 participantsFor Activity 2: Six sessions with the third group of Roma children, between November-December, 2015, in S. Wales, 8 participantsFor Activity 3: Post session evaluation, December 2015, in S. Wales and Bolton For Activity 4:Evaluation of initial and targeted training sessions and children's learning during the project, between September-December, 2015, in Leeds, in Bolton, in S. WalesNote For Activity 2: Further sessions will be run in Leeds now that local difficulties have been resolved.**Co-beneficiary 2 – HFC, CY***For Activity 2:* Six sessions with a group of Roma children, between 2/11/2015-19/11/2015, in Limassol, with approximately 17 participants*For Activity 3*: Evaluation at the end of each pilot group session, between 2/11/2015-19/11/2015, in Limassol*For Activity 4:* Evaluation of initial and targeted training sessions and children's learning during the project, between 2/11/2015-19/11/2015, in Limassol**Co-beneficiary 3 and 4 – IDI and CAT, IT**For Activity 2:Six sessions with the first group of Roma children, between 19/11/ 2015 - 22/12/2015, in Florence, with 25 participantsFor Activity 2:Six sessions with the second group of Roma children, between 16/11/2015 - 23/12/2015, in Florence, with 12 participantsFor Activity 3: Reflective evaluation at the end of each pilot group session, between 16/11/2015 - 23/12/2015, in Florence (two pilot groups)For Activity 4: Evaluation of initial and targeted training sessions and children's learning during the project, between 16/11/2015 - 23/12/2015, Florence**Co-beneficiary 5 – UAB, SP***For Activity 2:* Six sessions with the first group of Roma children, between 21/10/2015-24/11/2015, in Barcelona (Bon Pastor), with 7-11 participants*For Activity 2:* Six sessions with the second group of Roma children, between 14/10/2015-25/11/2015, in Barcelona (Roquetes),with 8-14 participants*For Activity 2:* Three sessions with the third group of Roma children (it will continue in January), between 04/11/2015-18/11/2015, in Barcelona (Gracia), with 7-9 participants*For Activity 3*: Evaluation at the end of each pilot group session, between 14/10/2015-25/11/2015, in Barcelona*For Activity 4:* Evaluation of initial and targeted training sessions and children's learning during the project, between 14/10/2015-25/11/2015, in Barcelona**Co-beneficiary 6 – FPC, SP***For Activity 2:* Four sessions with the first group of Roma children, on 13/09/2015, 03/10/2015, 06/11/2015, 18/12/2015, in Barcelona (Sant Roc), with 5 -14 participants*For Activity 2:* Four sessions with the second group of Roma children, on 20/09/2015, 09/10/2015, 23/10/2015, 12/11/2015, in Barcelona (La Mina), with 5-13 participants*For Activity 2:* Four sessions with the third group of Roma children, on 27/09/2015, 14/10/2014, 04/11/2015, 16/12/2015, in Barcelona (La Florida), with 6-14 participants*For Activity 3*: Evaluation at the end of each pilot group session, between 03/10/2015-18/12/2015, in Barcelona*For Activity 4:* Evaluation of initial and targeted training sessions and children's learning during the project, between 03/10/2015-18/12/2015, in Barcelona**Co-beneficiary 7 - LERIS, FR***For Activity 2:* Six sessions with the first group of Roma children, between 19-23 October 2015, in Bordeaux, with approximately 9 participants*For Activity 2:* Two sessions with the second group of Roma children, 20/10/2015 - 7, 14,/11/2015, in Montpellier, with 5-7 participantsFor Activity 2:Seven sessions with the third group of Roma children, between 03/11/2015 - 15/12/2015, in Marseilles, with 2-7 participantsFor Activity 3: Evaluation at the end of each pilot group session, between 19/10/2015 – 15/12/2015, in MarsseilanFor Activity 4: Evaluation of initial and targeted training sessions and children's learning during the project, between 19/10/2015 – 15/12/2015, in Marsseilan Note: Activity 2: LERIS could not finish all six session with the group from Montpellier so they plan another four sessions in 2016*Note*: Activity 3 and 4: LERIS could not implement Activity 3 and 4 for all three groups due to health problems of the project leader for the group from Bordeaux. They will implement this activity with all the three groups in 2016. **Co-beneficiary 8 - Siauliai University, LT***For Activity 2*: Six sessions with the third group of Roma children, between 17/09/2015-09/10/2015 2015, in Zagare, with 8 participants*For Activity 2:* Six sessions with the second group of Roma children, between 12/10/2015-16/11/2015, in Panevezys, with 22 participants*For Activity 2:* Six sessions with the first group of Roma children, between 2/12/2015-15/12/2015, in Jonava, with 15 participants*For Activity 3*: Reflective evaluation at the end of each pilot group session, between September-December 2015, in Jonava, in Panevezys, in Zagare, with 11 participants*For Activity 4*: Evaluation of initial and targeted training sessions and children's learning during the project, between September-December, in Jonava, in Panevezys, in Zagare, with 11 participants**Co-beneficiary 9 - UCD, IR***For Activity 2:* Six sessions with the first group of Roma children, between 11/06/2015-26/06/2015, in Dublin (Jobstown), with 12 participants*For Activity 2:* Six sessions with the second group of Roma children, between 11/06/2015-26/06/2015, in Wicklow (Bray), with 13 participants*For Activity 3:* Reflective evaluation at the end of each pilot group session, between 11/06/2015-26/06/2015, in Dublin and Wicklow*For Activity 4:* Evaluation of initial and targeted training sessions and children's learning during the project, between 11/06/2015-26/06/2015, in Dublin and Wicklow*Note:* Activity 2: UCD, IR - they intend to work with a third group of Roma children from a second level school in 2016**Co-beneficiary 10 - NBU, BG***For Activity 2:* Seven sessions with the first group of Roma children, between 6/11/2015 - 18/12/2015, in Sopot, with approximately 10 participants*For Activity 2:* Eight sessions with the second group of Roma children, between 29/10/2015 - 17/12/2015, in Rakitovo, with approximately 12 participants*For Activity 2:* Six sessions with the third group of Roma children, between 06/11/2015 - 18/12/2015, in Dunpnitsa, with approximately 13 participants*For Activity 2:* Six sessions with the forth group of Roma children, between 06/11/2015 - 18/12/2015, in Varna, with approximately 25 participants*For Activity 3:* Evaluation at the end of each pilot group session, between 06/11/2015 - 18/12/2015, in Sopot, Rakitovo, Dunpnitsa, and Varna.For Activity 4: Evaluation of initial and targeted training sessions and children's learning during the project, between 06/11/2015 - 18/12/2015, in Sopot, Rakitovo, Dunpnitsa, and Varna.**II. b. Deliverables** *For Activity 1*: Evaluation tools, printed documents and electronic, EN and all partner languages*For Activity 2:* Attendance forms, printed documents, EN;*For Activity 2:* Meeting sheets, printed document, all partner languages*For Activity 3*: Session evaluation reports, printed documents, all partner languages*For Activity 4*: Training evaluation reports, printed documents, all partner languages |

**Workstream 3: Title: Information, sharing and dissemination**

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| **I. Activities** |

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| **Implemented activities***Activity 1.* Developing a networking website in order to create a platform for the Roma young people - To ensure the communication and sharing of the information between Roma children and adolescents, to create a European info hub and networking platform for Roma young People.*Activity 2:* Facilitating the young people initial online exchanges and promoting the use of the platform through local meetings in each partner country - promoting the use of the platform through local meetings in each partner country, creating online users and exercising online and offline interaction.*Activity 4.* Disseminate the training manual (the training manual was not finalised yet) and other outputs - To disseminate outputs as they become available and increase public awareness, moving towards changing attitudes.*Activity 5.* Support use of website as a platform for collective voice, targeting change-makers-To create links for Roma PAI groups, according on their wishes and concerns, to enable them to target relevant decision makers and identifying the potential change makers that can help the PAI groups achieving their goals**Activities delayed or not implemented**The extent to which Activity 2 has been implemented is variable, as we have been piloting ways to overcome technical, resource and timing difficulties in order to make this online communication viable. We have piloted different alternatives and have decided to combine recorded video/audio/text/image with live video/audio/twitter chat where facilities permit this.**Unforeseen activities** |

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| **II. Output(s) and deliverable(s)** |

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| **II. a. Outputs***For Activity 1a:* Gather information about Roma Children's groups and participation from every country; creation of a template for reporting on projects and publications about Roma children's participation and consultation with partners, every partner sent the information needed - activity coordinated by Prof. Livia Popescu*For Activity 1b:* Set up a website with integrated social media;*For Activity 1c:* Set up country specific parts of the website;*For Activity 2:* Six online meetings 2 h x Roma children and worker participants in each country*For Activity 4:* Upload and disseminate deliverables and outputs through website (home page and country pages) and social media activities**Beneficiary - UBB, RO***For Activity 2:*One international online Skype chat, 23/11/15, S. Wales (Torfaen) and Timisoara, RO, 12 participants;*For Activity 5:* Network with activists, policy makers, practitioners and politicians through social media, between October-December 2015**Co-beneficiary 1 and 12 – UCLan, UK and Stirling University***For Activity 2:* Face to face meeting, on 23/11/2015, in S. Wales and Bolton, 7 participants*For Activity 2:* One international online Skype chat, 23/11/15, S. Wales (Torfaen) and Timisoara, RO, 12 participants; One national audio conference 23/11/15 S. Wales (Torfaen) and Bolton; One audio Facebook exchange (ongoing); *For Activity 5:* Links built via Twitter with some 63 individuals, policy makers and workers, between March-December 2015. Followed up with email and face to face contact where possible.**Co-beneficiary 2 – HFC, CY***For Activity 4:*press release published on HFC website and sent to HFC mailing list with 9800 subscribers*For Activity 5:* network with activists, policy makers, practitioners and politicians through twitter (@EU\_PEER\_CY) and HFC website(http://www.uncrcpc.org) **Co-beneficiary 5 – UAB, SP***For Activity 5:* network with activists, policy makers, practitioners and politicians through social media, between September-December 2015 (establishing contact with local administration, local youth activation agent, assistant of youth department, local school headmasters, Roma activists, assistants of the Catalan Comprehensive Roma Plan), in Barcelona**Co-beneficiary 7 - LERIS, FR***For Activity 2:* Participation on online exchange, on 29/10/2015, in Montpellier*For Activity 2:*Disseminating a short video about PAI in France to communicate with other children from other countries, from Marseillan*For Activity 2:* Setting up of a radio program, on October 2015, in Bordeaux**II. b. Deliverables***For Activity 1a:* Data base regarding information about Roma children's groups and participation in all partner countries, electronic documents, EN (excel table showing articles and reports on Roma children’s participation, published in the consortium countries; excel table showing projects on Roma children’s participation, published in the consortium countries)*For Activity 1a*: report on gather information about Roma children’s participation, working document, electronic, EN*For Activity 1b:*<http://www.peeryouth.eu/>, website, electronic, all languages from the participating countries;*For Activity 1b:* @PEEREU, Twitter page, electronic, EN*For Activity 1b:*(@EU\_PEER\_CY, Twitter page, electronic, EN*For Activity 1b:* closed group on Facebook: EU PEER, Facebook group, electronic, EN*For Activity 1c :*<http://www.peeryouth.eu/country/ro>, website page, electronic, RO;F*or Activity 1c:* <http://www.peeryouth.eu/country/uk>, website page, electronic, EN*For Activity 1c:*<http://www.peeryouth.eu/country/cy>, website page, electronic, Greek*For Activity 1c:*<http://www.peeryouth.eu/country/it>, website page, electronic, IT*For Activity 1:*<http://www.peeryouth.eu/country/es>,, website page, electronic, SP*For Activity 1c:*<http://www.peeryouth.eu/country/fr>, website page, electronic, FR*For Activity 1c*: <http://www.peeryouth.eu/country/lc>, website page, electronic, LT*For Activity 1c*: <http://www.peeryouth.eu/country/ie>, website page, electronic, IR*For Activity 1c*: <http://www.peeryouth.eu/country/bg>, website page, electronic, BG*For Activity 2:* Attendance forms, printed document, EN;*For Activity 2*: Radio program: <http://www.oaquadi.fr/node/130>, FR *For Activity 4:* Disseminate deliverables through website - flyer (containing information about project activities), photos, documents resulted from the activities, electronic document, EN;*For Activity 5:* Electronic report (UcLan and Stirling University, UK), electronic document, EN - awaiting for permission to publish and post |

**Workstream 4: Title: Embedded action, learning and change**

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| **I. Activities** |

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| **Implemented activities****Activities delayed or not implemented****Unforeseen activities** |

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| **II. Output(s) and deliverable(s)** |

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| **II.a. Outputs****II.b. Deliverables** |

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| **2.2. Timeline *(max. 1 page)***Please confirm that the project will be completed by the deadline set in the Agreement. Which corrective measures were taken to make up for any delays? |

A few of the PAI activities in Italy, Cyprus, the UK and Ireland have been delayed and in Ireland others were also brought forward. Nonetheless, in workstream 0, 1 and 2 all activities have happened broadly within the timeframe we set for the work, and outputs and deliverables are in the previously planned timeframe. In Workstream 3 however, we have delayed the online contact between groups because several reasons. Some obstacles are: 1. communication difficulties existed on many sites (there was no Internet connections not even mobile data in some places); 2. Meeting times for groups in different countries have not coincided; and, 3. Language is a barrier between groups from different countries, and is associated with anxieties and shame, which is a common characteristic of adolescence everywhere. The six PAI meetings were new for all those involved, they were busy with activities and followed by evaluation. There was little time for other activities than those within the groups. We have therefore been experimenting with alternative ways of enabling a combination of live and recorded communication. This has been piloted and the sessions will proceed throughout months 13-24. In Workstream 4, we have already started activities in some places, and we now intend to draw these to a close earlier, in order to have sufficient time for reporting and celebration events in November and in December.

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| **2.3. Visibility of EU funding *(max. 1/2 page)***How is the visibility of the European Union's financial support ensured? |

We created the project website taking care of the visibility of EU funding, and of placing the correct logo to demonstrate that we are funded by the EU. The flyers we created and all the advertising materials bear the EU flag, which is on the top of all webpages of our project (peeryouth.eu). The flyer on the website, created by BBU, shows the role of the EU in funding; it was translated in Romanian and spread by our staff on different occasions when speaking about PEER project as an action grant funded by EU. In the coordination meetings we made all co-beneficiaries attentive to the role of the EU in the funding of the project. In dissemination meetings that took place in the different project sites it was clearly stated that the project follows the rules of commission, as this is an action grant of the Directorate-General Justice. In Cyprus, HFC has created a page on its website dedicated to PEER (<http://uncrcpc.org/index.php?id=176>) with the logo of the EU, and has published a Press Release also on the organisation's website (<http://www.uncrcpc.org/index.php?id=172>) that mentions the funding agency (JUST/2013FRAC/AG/6230). University College Dublin disseminated its activities at Garret Fitzgerald Autumn School (October 18th 2015) , where the Irish Human Rights Commissioner expressed considerable interest in this EU funded project, expecting to be further involved in the dissemination of its results. Universitat Autònoma de Barcelona, Babes-Bolyai University, Siauliai University all partnered with public institutions and grassroots organizations and informed them about the EU project.

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| **2.4. Main problems/difficulties in the implementation *(max. 1/2 page)***Have you been faced with any problems/difficulties so far? How did you solve them? |

Our main problems have been technical (see above description of WS 3) and in recruiting gatekeepers and young people to participate in and remain part of groups. This challenge has been most significant in countries where the institutions have the least experience of engaging with Roma young people. But in other instances some Roma young people have been very busy and engaged in other projects or education, meaning that difficulties in engaging them with PEER reflect their success in engaging elsewhere. This problem was anticipated in some ways and despite the challenges we have had good success in this area in most countries. The point of running pilot projects was both to try out the methods but also for co-beneficiaries and their partners to build capacity to engage with Roma young people. Therefore, even where there have been recruitment challenges, there has been significant learning about what works and the co-beneficiaries and partners will learn from this going forward. The learning will also be captured and shared with others in the revised training manual.

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| **2.5. Cooperation within the partnership *(if applicable, max. 1/2 page)***Please confirm the involvement of the co-beneficiaries and associate partners as planned in Annex I to the Agreement. |

To facilitate working together across countries workstream leaders and workstream teams have been appointed within each country. This ensures that each workstream progresses and that workstream leaders communicate inter-countries. Effective communication within the partnership is ensured by having one central person – the project secretary - who ensures that information exchange is maintained, monitored and inclusive. Communication via our private Facebook group also occurs and Dropbox is used for exchanging large documents and visual material. Regular conversations via email, Skype and face to face occur between the Coordinator, Lead researcher, Finance manager and workstream leaders. If one national team is struggling with any aspect of the work, either the coordinator or the lead researcher or both provides personalised support through email and Skype. This is followed up with conversations between the Lead researcher and coordinator, and sometimes the finance manager, to ensure all are aware of any issues and progress towards solutions is jointly identified and progressed.

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| **SIGNATURES** |

**DECLARATION**

In addition to the provisions of Articles I.7 and II.8, the Beneficiaries warrant that the European Union has the rights to use or publish the information included in this report and its Annexes.

We, the undersigned, confirm that we are duly authorised to sign this declaration on behalf of the Beneficiaries. We certify that the information given in this report is correct.

Name of the person responsible for the project: Prof. Dr. Roth Maria

Signature: …………………………………………………………………………………

Place: Cluj-Napoca, Romania Date:

Name of the legal representative of the Beneficiary/Coordinator: Acad. Prof. Ioan-Aurel Pop

Signature: …………………………………………………………………………………

Place: Cluj-Napoca, Romania Date:

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| COMPULSORY ANNEX* The *Budget & Execution Summary* sheet of the financial statement (Annex III to the Agreement) showing the amounts spent on each budget heading.
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1. A progress report may be requested by the Commission in other specific cases (e.g., request for 2ndprefinancing if foreseen in the Agreement, request for amendment). [↑](#footnote-ref-1)