

# Best Practices Identification - Grid

**PARTNER SUGGESTING THIS PRACTICE:** PT

**TITLE DOCUMENT:** "Opré Chavalé": a project to foster in Portugal the integration of Roma communities in higher education

**PROMOTER:** Plataforma Portuguesa para os Direitos das Mulheres et al.

**LANGUAGES:** EN | DE | FR | FI | GR | Other: PT

**AUTHORS (if identified):** Berill Baranyai (coord.) et al.

**WEBSITE:** <http://plataformamulheres.org.pt/international/english/projects/>

## The output of this document includes:

- Rational
- Theoretical background
- Characterisation of the context
- Reference to existing "needs"/"problems"
- Reference to possible "benefits"/"resources"
- Definition of goals
- Identification of target groups
- Description of main intervention strategies
- Partnership with other organisations
- Process evaluation
- Outcome evaluation

## Target group(s):

Roma communities

## Topic or discipline:

Integration

## Short Description

"The Opré Chavalé is a project promoted by the Portuguese Platform for Women's Rights in partnership with the Association Letras Nómadas, co-financed by the Program Active Citizenship – EEA Grants and administered by the Foundation Calouste Gulbenkian."

"The overall objective of the project is to break the barriers that separate Roma people from the formal education system, particularly regarding their access to higher education, academic and technical courses."

The project aims "to create a replicable training program in which the participants work on their soft skills as essential competences for success in higher education. Because of socialization and the lack of examples through generations, young Roma face greater difficulties in access to learning throughout life." It "is based on successful practices implemented in other countries, including the Eastern European countries that have great experience in this area. Portugal is not involved in programs such as the Roma Educational Fund and other measures of the Open Society Foundation, which supports the education of young Roma with scholarships and special programs throughout Europe. The project aims to operate at this level, making lobbying and requests for the extension of programs for Roma communities in Portugal, who are very similar regarding the needs of education. At the political level, we intend to act by monitoring the National Strategy for the Integration of Roma (ENICC) implementing the Europe 2020 objectives, as well as putting pressure on the government in order to integrate post-2015 dynamics, when the present 'Decade of Roma Inclusion' ends." For more information see <http://plataformamulheres.org.pt/wp-content/ficheiros/2016/02/bolsas-de-estudos-para-jovens-ciganas-os-comunicado-a-imprensa-13Fev2016.pdf>, <http://plataformamulheres.org.pt/?s=opr%C3%A9+chaval%C3%A9>, <https://www.youtube.com/watch?v=dUVFFVCHdS4>.

The success of this program led the Government to create a policy of scholarships for university Roma students (<https://www.portugal2020.pt/Portal2020/Media/Default/Docs/NOTICIAS2020/ComunicadoACMRP.pdf>).

## Why is this an interesting case? Is there any formal recognition of this case as a good practice? Why do you think this sample should be taken into consideration?

"The project is highly innovative" and the promoter entities "have extensive experience in working together with Roma communities and possess awareness of the specific needs of the population." In Portugal, the Roma communities have significant "difficulties of social inclusion (...), associated with low schooling of the Roma population, the high failure rate and the high rate of early school leaving of Roma children and adolescents". "On average, boys leave school in the 7th year" and girls in the 4th. Due "to the identification with the traditional social role of the female gender as one of the pillars of Roma identity", they "leave school when they start their life as a 'woman' at the time of their first period". "The project contributes to Priority 21 of the National Strategy for the Integration of Roma to promote higher education among young Roma, their families and communities. The issue of formal education and, as a consequence, the inclusion in the formal labor market is a priority area regarding the integration of Roma communities."