

# PCF PROGRAMME IN SOUTH- EASTERN EUROPE

**Roundtable: Integration of Minorities in Youth Projects**

**Bern, 26 November 2009**

# PCF Areas and Approach



- **Areas:**

- Intercultural living- Children's Village

- Intercultural Exchange

- International cooperation- 12 countries

- **Approach:**

- From needs-based to rights- based approach (RBA)

- Empowerment (minority) and sensitization (majority)

# Region South-Eastern Europe (SEE)



- PCF Programme Countries:  
Romania, Serbia, Macedonia, Moldova
  
- Common features:
  - Collapse of political and social systems
  - High rates of poverty, unemployment and working migration
  - Highly centralized political systems
  - Low quality of education, health and social services
  - Problems of ethnic discrimination, intolerance and interethnic tensions
  - Discrimination and exclusion of Roma

# PCF Support in SEE

## □ Areas:

Intercultural education (ICE)

Access to education

Child Rights

## □ Approach:

Rights- based approach

Partnership approach with implementing local organizations

Through empowerment (rights-holders) and sensitization (majority and duty-bearers) towards intercultural living

# Integration of minorities: positive examples

- Methodology: RBA (strategies depend on the context, specificity of each group and root causes of the problem)
- Some positive examples:
  - Working through local organizations- better understanding of the context and the possible solutions to the challenges
  - Building capacities of local (particularly, minority organizations) and through them getting better access to certain minority groups (Roma)
  - Bilingual workshops/trainings
  - Integration of ICE in the school curricula
  - Youth clubs
  - Targeted individual help (Roma) and creative solutions to prevent the drop-out (leisure activities in the school)
  - Having comprehensive approach- working with all relevant actors- marginalized, majority representatives, state, schools parents.

# Challenges

- Absence of universally applicable „best practices“
- Sometimes insensitivity of partners to involve some groups (particularly Roma)
- Difficulties of integrating Roma at later stages (secondary schools or high schools)
- Partners sometimes opting for „easier“ decisions - quitting instead of revising and adapting the approach
- Long-lasting tensions between majority and minority, which require consistent and longer-term interventions
- Challenges to ensure the sustainability of the interventions
- Intergration is often connected with problems that require holistic approach instead of sectoral

# Possible solutions

- Being sensitive to the context and specificities- proper analysis before any intervention (RBA)
- Strengthening the partners skills in RBA- sensitivity to the inclusion of all, particularly, the most marginalized groups
- Having long-term and well-planned interventions
- Targeting both minority and majority groups, duty-bearers (state) and other relevant actors, ensure participation during all stages of the intervention
- Expanding the interventions to the children at earlier age (primary school)
- Building partnerships to be able to tackle the issues through the holistic approach

# Other challenges and possible solutions?

- Let's identify together!