



# ANNUAL REPORT **2016**





This picture has won the photo competition titled "Minority in Slovakia in pictures" organized by the Center for Intercultural Development. It is the work of our capable children Jesica and Bertý from Veľká Ida and their local mentor Veronika. They created the concept together. It was photographed by Bertý, while Veronika with Jesica are the models.



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**VLADIMÍR IRA**  
Executive Board Chairman



**SLÁVKA MAČÁKOVÁ**  
Director

*“Men often hate each other because they fear each other; they fear each other because they don't know each other; they don't know each other because they cannot communicate; they cannot communicate because they are separated.”*

*Martin Luther King*

We agree with Martin Luther King that anxiety, inadequate communication and separation are reasons for hatred. We believe that our new **online mentoring project entitled “Capable Children”** will make at least a small step forward in developing in our children a “tolerance for difference” and a predilection for peaceful encounters in their early development, now, and perhaps a massive step in the future toward removing the hatred that harms relationships between people throughout humanity.

**Our online mentoring program, “Capable Children”,** met with a surprising degree of public interest, far beyond what we had hoped. This program attracted great people as online mentors from different parts of Slovakia, as well as Slovaks living abroad, and it immediately received a great media response. This has assured us that **the public agrees with our belief that education is the most reliable way toward integration.** The sooner education becomes a central pillar in a child's life, and the more attractive its forms, the greater the result will be.

We are delighted that our important new and courageous project entitled **“We build hope for Luník IX”** has attracted increasing sympathetic interest. We hope that it will reverse the despair of the inhabitants of this unfortunate neighbourhood. We started the project in cooperation with the City of Košice and the Municipal District of Luník IX in order to improve the lives of its inhabitants. Our intention is, in words spoken by the

staff of the City of Košice Architect's Department, "that Luník IX should be a neighbourhood as any other one in Košice." Among the other projects, we are planning to use **self-help housing as an innovative social work instrument whereby the inhabitants of Luník IX will help construct their new homes with their own hands.**

**CREATING POSSIBILITIES -  
BRIDGING DIFFERENCES.**

This is our slogan or, more precisely, the motto of our efforts. Through this philosophy we are creating, improving and enforcing good ideas into the practice. We do everything we can to help the maximum number of people, thanks to our already proven practices.

Why? We are simply not satisfied with how the issue of segregated communities in Slovakia continues to be addressed. Another question commonly surfaces: "Who is actually satisfied?" Both the majority and minority of society are dissatisfied and optimal solutions for various interrelated problems are still on the table. It is not an easy journey. However, for the people for whom we are doing our work, their lives will be much easier and better, now and in the future. In the end, it will affect all people in Slovakia. That is why we apply our maximum efforts in every aspect of our service, now and in our long-range plans, to empower segregated Roma communities so as to transform the quality of life for all of Slovakia, as well as Europe in general.

**ETP Slovakia is a social laboratory.** We are constantly:

- reviewing professional and scientific articles in "our" working field and we are reacting promptly to new insights and strategies
- noticing the most challenging parts of our work, analysing them and defining them
- creating the basis for new successful interventions,



## INTRODUCTION

based on knowledge and applying these new instruments of social work to practice

- working on new projects and in their interest being often forced to pass through complicated bureaucratic processes
- verifying our interventions in practice.

When projects turn out to be beneficial and sustainable (as they usually are), because we are not entering mindless programs without a future - we are reentering the complicated process with the state apparatus. We are doing this in order to fulfil our aim to expand our successful practices as far as possible into all excluded communities.

In 2016, through a controlled experiment, we tested the efficacy of social innovation through cooperation with the internationally acclaimed **Charles University in Prague**. It was confirmed that using the Feuerstein Instrumental Enrichment method and “Criss-cross” school clubs have a significant impact on the cognitive, linguistic and mathematical performance of pupils. Will it be enough for “our” method to be used in all schools in Slovakia that have children enrolled from excluded environments?

Our work has continuity:

- We have applied both an **individual and comprehensive approach** to clients.
- We have steadily **expanded both the depth and breadth** of our service modalities.
- We have been **constantly innovating** — not only through designing new projects, but also constantly monitoring the efficacy of projects that are already underway.

As examples, we can mention integrated thematic lessons **at our Evacuation Transit Centre in Humenné or thoughtful and intense work with adults in our various community centres. We are pleased that**

**many of our innovative interventions have been incorporated into the updated action plans of the Slovak Government Strategy for Roma Inclusion up to 2020**, which were approved by the Slovak Government in early 2017. The innovative processes, such as our mentoring program, financial education program and self-help construction program are prime for immediate implementation in other segregated locations throughout the whole of Slovakia, thanks to both state budget allocations as well as contributions from various European structural funds.

We believe that one day our time tested strategies, drawing upon a number of innovations over the years, will be incorporated as an integral part of the action plans of both the Government Strategy for Roma Integration as well as the National Program for the Development of Education. These action plans will prominently **implement the thoughtful, structured, attractive and controlled education of children from Roma communities** and will provide the children with all of the necessary complementary activities they need, including provision of meals and refreshments.

Only when these children venture outside of their neighbourhoods and begin experiencing life opportunities such as libraries, theatre, cinema, etc. will their social contacts with the surrounding world unfold, allowing them to realize their full life potential. What is absolutely natural for the children from the majority is extremely exceptional for the children from segregated communities. Their natural curiosity together with their desire to learn leads to the discovery of new facts. **Based on our experience so far, we recommend implementing Feuerstein’s Instrumental Enrichment for school age children and Montessori pedagogy for pre-school children.**

Approximately twenty percent of all primary school pupils in Slovakia are children from socially disadvan-



taged environments. **Which Pedagogical Faculty in Slovakia prepares teachers to be ready to educate children from segregated communities?**

We have expanded our spectrum of strategies in our holistic approach of service to include providing additional education to pedagogical staff. We are teaching them the facts, practices and methods whose application in pedagogical practice at schools brings both success to children and satisfaction to teachers.

We greatly appreciate the fact that more and more people in Slovakia are aware of the need for long-term comprehensive social work in poor Roma communities and we feel an ever increasing commitment to further enhance this expanding public awareness. This year,

we also have received several encouraging tributes of recognition. Fortunately, these were not just words, but also specific support for us to enhance the efficacy of our holistic approach to the self-help empowerment of Roma in segregated communities. We are delighted to have earned our first very generous Slovak private corporate sponsor.

We assure not only Hollen, Ltd., but all those who helped us, that we will try to capitalize on their investments to magnify the gains constantly made by an increasingly independent Roma ethnicity emerging from segregated citizenry to an admirable, full scale productive ethnic partner in society, in both the near and long term.

## 2. OUR MISSION



### **“CREATING OPPORTUNITIES – BRIDGING DIFFERENCES”**

We are a social laboratory, testing new approaches and methods to eradicate generational poverty. All our efforts concentrate on an effective use of sustainable innovative strategies to solve seemingly intractable problems of socially disadvantaged communities. We empower people to take an active role in improving their social, economic, educational, health and housing status. We create networks, share our experience and appeal to policy makers on all levels to implement our verified best practices on a national as well as European level. We create opportunities to bridge social and cultural differences to achieve a more equitable society.



### 3. OUR PRIORITIES

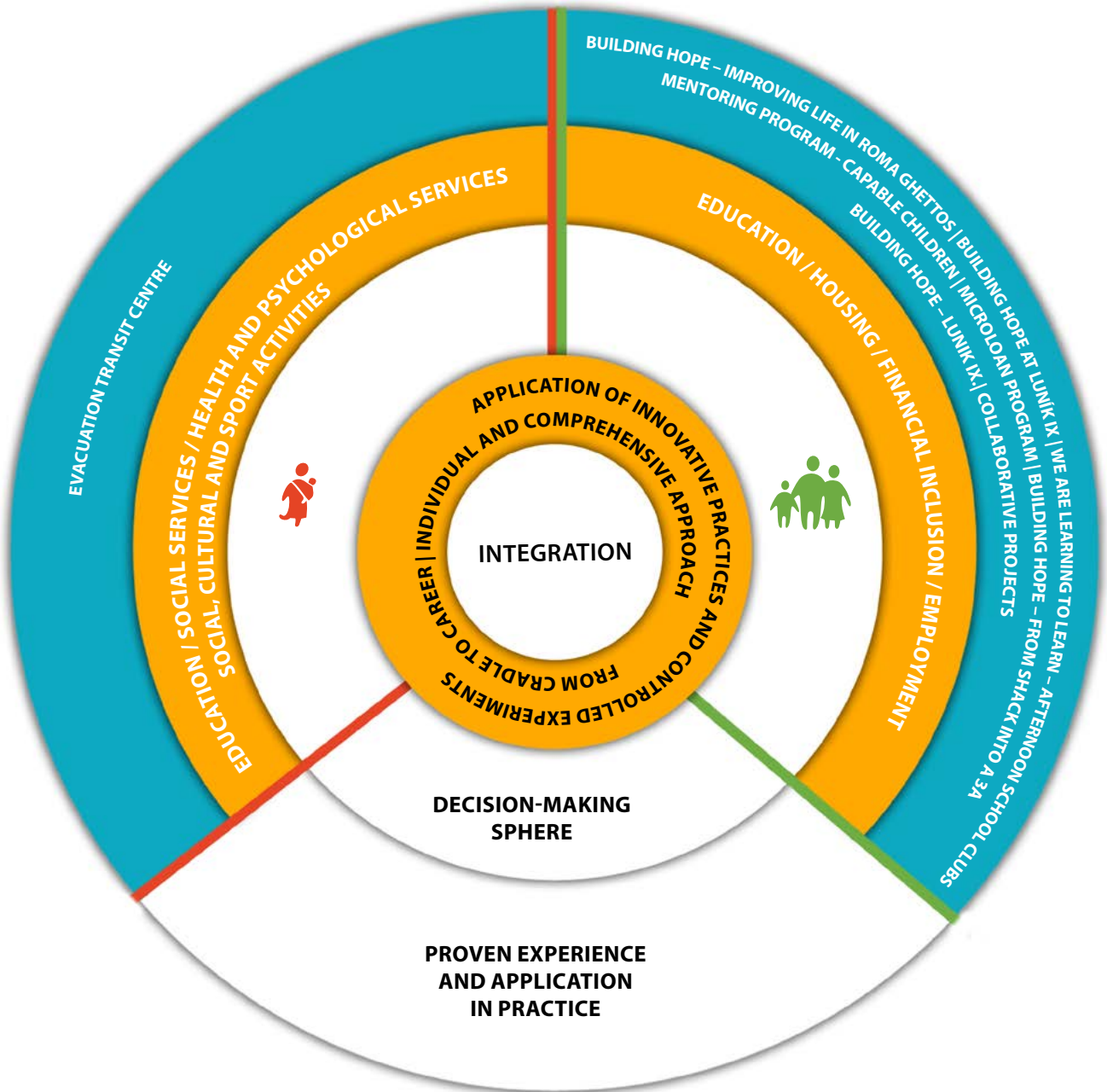


To break the cycle of generational poverty and social exclusion of people living in MRCs in Slovakia, our approach addresses the following five interrelated areas, which support sustainable development of any community: housing & family stability, health, education, financial and career management.

We believe that all five areas are **equally important**; if we want to see irreversible positive changes in society, we need to concentrate on all these priorities simultaneously.

- I ndividual
- N ovel
- C omprehensive
- L ifelong
- U nderstanding
- S potlighting the most excluded
- I nstigating cooperation
- O riginating national best practice
- N ever short term





**PRINCIPLES**

**PROJECTS**

**PRIORITIES**

## 4. OUR OPERATION



ETP has always considered its field work a priority, at the same time realizing the need to share our expertise with others to multiply the success of our projects. Therefore, **advocacy** is a significant part of our work aimed at both disseminating our best practices and changing the public perception of the issues of MRCs and refugees. To diminish the stereotypes surrounding them, we focus on creating space for mutual encounters with the majority. Therefore, our slogan **“Creating Opportunities, Bridging Differences”** perfectly sums up all our efforts.

**E**ncourage  
**D**ecisive  
**U**niversal  
**C**onstant communication  
**A**dventurous  
**T**utoring and mentoring  
**I**ndividuals  
**O**ptimistic  
**N**ever, ever give up





## 5. OUR WORK





## 5.1 WORK WITH THE REFUGEES



We have worked with refugees under the protection of UNHCR since 2009.

### EVACUATION TRANSIT CENTRE PROJECT

The Evacuation Transit Centre (ETC) in Humenné **was established in 2009 by three partners:** the Migration Office of the Ministry of Interior of Slovakia, the Office of the United Nations High Commissioner for Refugees (UNHCR) and the International Organization for Migration. ETP is the implementing partner of the UNHCR in it's comprehensive daily work with the refugees in the ETC.



The ETC is one of two evacuation facilities in Central Europe (the other is in Timisoara, Romania). It has a capacity of **250 places**. It provides a temporary residence for persons who have been granted UNHCR refugee status and who must be evacuated urgently from the country from which they first seek refuge because of the risk of returning to their country of origin where they would face persecution or life-threatening, unstable and inhumane conditions.

The Refugees stay in a safe and stable ETC environment in Humenné until the UNHCR arranges for their final resettlement to a third country. While the country of their resettlement conducts interviews with resettlement candidates, the refugees proceed through medical examinations in the ETC, educate themselves and spend their free time usefully.

### AIM

Contribute to the integration of refugees under the protection of UNHCR and prepare them for a successful life in their future home countries.

### GOAL

The role of ETP, as an Implementing Partner to the UNHCR, is to provide refugees the necessary social and medical care and education at the ETC facility.

### RESULTS

Since the beginning of the ETC project, 1000 refugees have found a transitional home here. **In 2016, we provided a constellation of services to 241 clients:** 209 Somalian people who came from Eritrea and Yemen, 26 people from Sudan, 2 women from Ethiopia and 1 each from Lybia, Eritrea, Etiopia and the Congo who came from Lebanon. One-hundred-ninety-six refugees transferred on to a third country.





Number of refugees in the beginning of 2016	Arrived in 2016	Replaced in 2016
85	156	196
68 Somali coming from Eritrea	95 Somali from Eritrea	
15 Sudanese	46 Somali coming from Yemen	
2 Ethiopian coming from Lebanon	11 Sudanese	
	1 Libyan	
	1 Eritrean	
	1 Ethiopian	
	1 Congolese coming from Lebanon	

As in **previous years**, during 2016 we focused on the following areas:

**EDUCATION**  
**SOCIAL SERVICES**  
**HEALTH AND PSYCHOLOGICAL SERVICES**  
**SOCIAL, CULTURAL AND SPORT ACTIVITIES**

**Education** is provided to clients of all age categories from Monday through Friday. It is conducted via various activities and programmes:

- Preschool club for children from three to six years;
- School education for children from seven to sixteen years;
- Three levels of the English language courses for adults;
- Computer literacy courses for children and adults;
- Cultural orientation courses focusing on informa-

## WORK WITH THE REFUGEES

tion from a country of resettlement including history, geography, science and art;

- Personal development courses.

We consider the human approach and the acquisition of new experiences as key elements in the teaching process. Refugees often come from a poor environment in terms of these two pedagogical considerations and therefore we help to develop and to improve an internal motivation for learning and discovery for our pupils from the age of 7 to 18.

In 2015 we introduced — and during 2016 we have practiced — integrated thematic teaching of school age pupils. This education is based on the latest research of the human brain. In fact, it is the whole constellation of teaching modalities and it is acclaimed as “highly effective learning”. Thematic units are taught “blended” together so that they are not presented to the student separately as in a typical school. Our themes are Wind, Water, Dreams, Fire, Light, Travel, America, Fashion and in the very beginning is the theme Me. Of course, everything is taught in English. Pupils consider this way of learning as very attractive because they are co-creating the content of teaching while at the same time acquiring a greater will for learning, which is the first step towards their better life perspective.

**Social activities** were also very popular:

- Creative workshops – handmade work, gastronomy and others;
- Field trips and recreational activities – sightseeing in the cities of eastern Slovakia, attending cultural and sport activities;
- Community life and one-on-one discussions – these informal and spontaneous activities had the biggest impact on the clients. Social workers, teachers and psychologists often talked with clients over a cup of tea about joys and worries of life.



Regarding **health care**, the clients could visit directly in ETC:

- a general practitioner and paediatrician;
- nurse services;
- appointment with a specialist or hospitalization in case of an emergency.

We have been providing **social services and social help** on a daily basis during common activities with clients:

- often the clients were influenced the most by informal and unplanned communication, focused on their personal problems;
- each client / family had his/her “own” social worker and they were creating an empathic relationship together based on recognition and acceptance of the client, trust and even almost friendship.

**Psychological help**

- was used to help clients overcome traumas from past tragic events;
- helped them to adapt and adjust to new situations.

Psychologists worked with clients individually or in groups.

Our activities would be unthinkable without the assistance of **language translators** who were available all day long.

Work with families and individuals is **focused on the cognitive and language skills development** of all clients of all ages.

Special care was provided to vulnerable clients, especially to elderly people and to the children.

We were careful to ensure that women and men had equal participation in decision-making on life and activities in the ETC so that they are equally represented in day-to-day activities.

Social workers, medical professionals, psychologists, teachers and interpreters worked together as a team to help identify individual needs of clients, listen to their needs, try to understand their situation through the “eyes of the client”, help them to grow up personally, to develop and educate themselves and to use the time in the ETC for a fulfilling future as much as possible.

**The individual needs** of all clients were carefully assessed and considered during the work. Personal relationships as well as a kind and friendly atmosphere were the basis of clients’ satisfaction in their uneasy situation. We have celebrated together various fairs typical for their, or our, local culture





## 5.2 WORK WITH THE ROMA COMMUNITY



**Since 2001** we have been working with disadvantaged groups of people, especially from segregated Roma communities.

We have been working comprehensively in three villages:

- Rankovce
- Stará Lubovňa-Podsadek
- Velká Ida

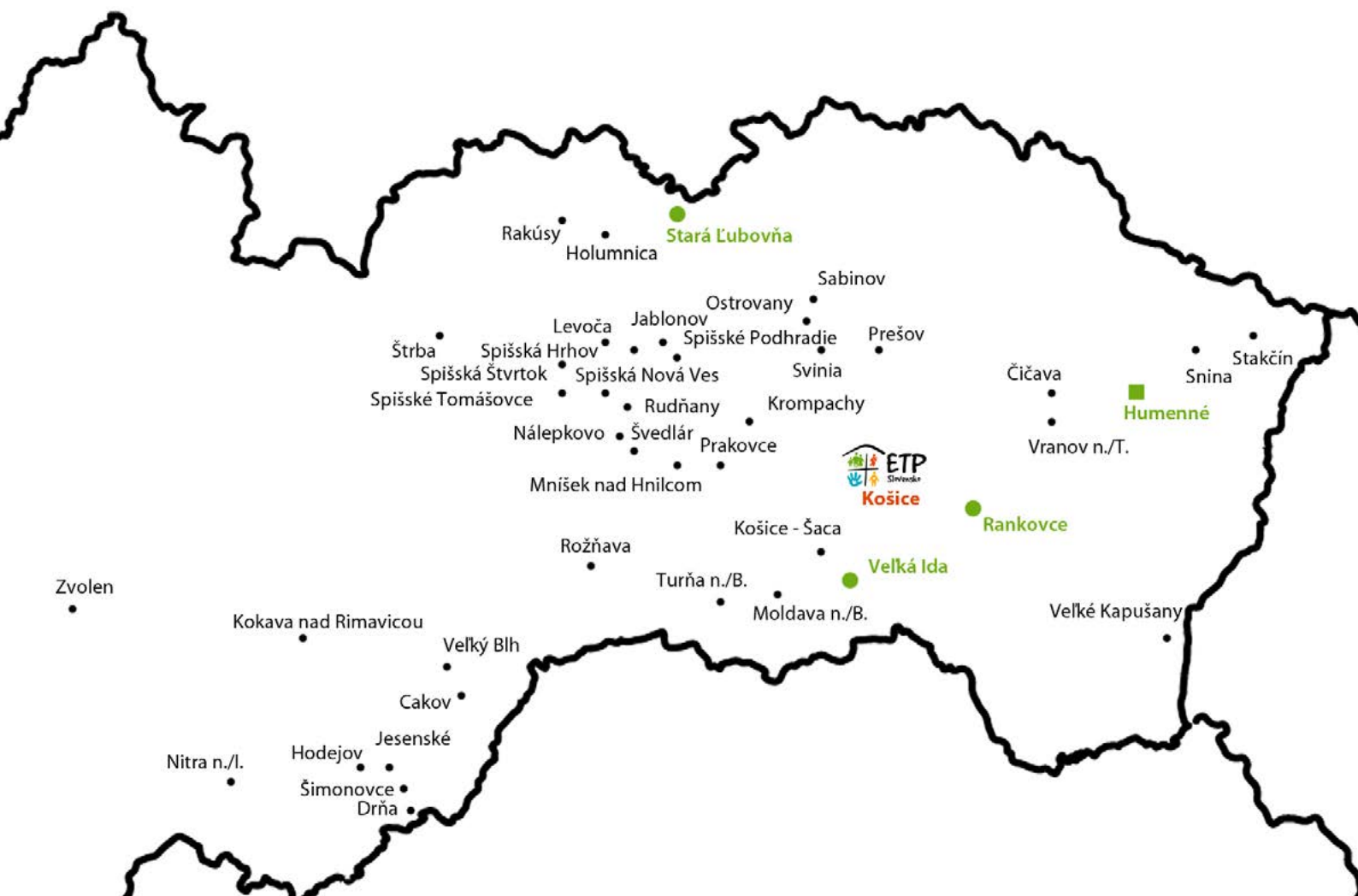
Since 2016 we have started to plan and deliver a package of the comprehensive long-term activities at **Luník IX**, a segregated Roma neighbourhood in Košice.

Overall, in 2016, we worked in **eighteen communities in the regions of Košice, Prešov and Banská Bystrica**.

Also, in 2016, we have focused on the following areas, **based on our clients' needs and on the basis of our experience**:

EDUCATION  
HOUSING  
FINANCIAL INCLUSION  
EMPLOYMENT

These priorities are reflected in the implementation of our **main six projects** but also in other activities which we implemented in partnership work with other organizations, schools, and municipalities, the cities or their neighbourhoods as well as in **our comprehensive work in community centres**.



**LEGEND**

- ETP community centres which worked all year
- Evacuation and transit centres
- Places of ETP previous work

## 5.2.1 EDUCATION

In our community centres we focused on children, youth and their parents. This service included:

- Pre-school preparation
- Health education
- Financial education
- New horizons – individual development
- Mentoring program
- Low-threshold activities
- After-school activities (computer, reading, music, drama, motion, creative, craft and photography workshop)
- Tutoring

**In the course of the year, we have merged Health Awareness, Financial Education and New Horizons into one comprehensive unit with the common name, New Horizons, which we have been providing since the beginning of the new school year 2016/2017.** It gave our employees in the community centres more freedom to choose topics which relate better to the children. These employees are those, who best know them the most as they watch their development through adolescence as well as changes in their interests. This approach, of course, requires our employees to be more creative and to be able to integrate and apply well-proven methodological materials in order to offer our children attractive educational programs enriched by positive aspects of New Horizons.

### DEPTH LEARNING BECAME MORE EXPERIENCE-BASED LEARNING

*An instance of misinformation, apparently unwittingly spread by a boy from our group of New Horizons, inspired me to play a court hearing game. We had a specific defendant with a lawsuit, a lawyer, a judge, adjudicators and witnesses. Some children were playing all of these roles and the rest watched the hearing as the general*



*public, present in a court. We were doing everything as they do in the real life. The court procedure was not very new for them because they like to watch the TV show, The Courtroom. However, they have never been in a real court thus the game was a great experience for them in which they have learned many new things. Of course, the offender was punished – in one month he had to learn multiplication table – no appeal was made against this punishment (Mária Miščíková, Leader of the community centre in Rankovce).*

*One-day, older girls (we do not have boys) from the New Horizons group said that they would like to see me in a skirt and heels, with my hair done like a lady. I suggested, next time all of us to dress up as ladies, not just me. Our topic was not only clothing but also decent behaviour, performance skills, hygiene, the way of expressing oneself, greetings, eating, sitting, and other things a young girl should know if she wants to be a lady. This two-hour session not only entertained us, but also taught us about important things in life. None of us regretted that we fixed up our hair and we brought nice clothes and high heels (Lucia Lučaiová, Leader of the community centre in Veľká Ida).*



*We have only boys in the New Horizons group, and they are all interested in sports. We have decided to combine education with sport. We play football in the summer, ice-hockey in the winter, and use every possible opportunity which occurs during the game to distract it from an educational or ethical point of view. It works naturally, the boys like it and they do not even realize they are undergoing a learning process. They also learn when we watch an interesting film and then discuss where did the person in the film may have made a mistake and if he or she could act differently and what consequences it might have (Lukáš Bužo, Assistant in the community centre in Podsadek).*

*I have a youth group from 14 to 19 years old. If they just sit and talk, they would not stand it. They are all members of a Roma folk group, and together, we dance, sing, practice and expand our repertoire. We use situations when interesting topics appear so we can talk about them, listen to some ideas and consider different opinions. At the same time, we learn some planning skills (time and finances), we are thinking about the audience - how they accept us and how we accept other audiences and other people.*

*Dance and singing rehearsals are themselves a lesson of diligence and patience (Veronika Borzová, Assistant of community center in Velká Ida).*

Since September, we have not only **reorganized New Horizons**, but have **also established a new group, “Capable Children”**. The members of this group are children who have attended our **Summer School without Prejudices<sup>1</sup>**, those who have been regularly visiting the community centre activities. The education program is flexible and focuses primarily on tutoring and successful completion of school homework. The Capable Children clubs complement the regular work of community center leaders according to the interests and needs of capable children, and, of course, the proposals and innovative ideas of the children themselves are taken into account. .

This year, we also bought new technology - interactive wall boards and tablets. We encourage our community workers to get the most out of their work using the novel information technologies.

We have been educating pre-school children since 2009. In 2014, we have reduced the children’s age limit to three years. In 2016, 118 children were attending pre-school education at three community centres, using Feuerstein’s Instrumental Enrichment (FIE), the Grunnlaget Conceptual Method and Montessori Pedagogy.

Frequency	3 and 4 years old	5 and 6 years old
4x a week	2 hours	2 hours

We organised meetings with parents who have pre-school aged children. These meetings were held in each community centre once a month. We talked about their children’s performance in our activities and about the necessity of parents’ involvement in their

<sup>1</sup> More information about this program on page 32.

## EDUCATION

children's education, we advised them how to work with their children, etc. Children, who were also present at the meeting, performed for their parents what they had learned in the community centres.

Our **Health Awareness** training was intended for children from 10 to 14 years old. There were **68 children** from 3 community centres involved in this activity.

Young people also proposed some interesting topics which we included in our discussions. Nevertheless, we worked according to our own proven methodology focused on:

- Our health - good nutrition, hygiene and prevention
- Self-awareness - physical and psychological changes in adolescence
- Period (menstruation) in teenage girls
- Female and male sex organs
- Sex education, parenting planning and pregnancy
- Friendship, love, development of partnership
- Contraception and risk of premature pregnancy
- Sexually transmitted diseases
- Dependencies - alcohol and other drugs

Frequency	Range
Once a week	2 hours

**Financial Education training** was intended for children from 10 to 14 years old. It was regularly attended by **85 children** in 3 community centers. It was focused on the topics such as:

- Future planning
- The role of money
- Financial institutions and their services
- Employment and main sources of income
- Planning of personal and family budget
- Revenue and expenditure, emergency fund

- Savings
- Loans and repayments

Frequency	Range
Once a week	2 hours

Our experience based learning, through the **New Horizons** program, which has got its own methodology which we have applied since 2013. There were **162 children** between 10 – 19 years old who took a part in this program.

The methodology of New Horizons program is based on the following:

- Aesop's Fables
- "Eight to be Great" - work of contemporary author Richard St. John
- Long-term experience of educators and mentors from our community centres.

New Horizons educational program is divided into 8 modules, each of them stands on 3 basic pillars:

- lessons from Aesop's Fables,
- discussion about one of the eight characteristics of successful people,
- developing the skills useful for life and personal characteristics of the participants,
- which we connect to the key characteristics of the successful leaders in the world (according to Richard St. John), which are:
  - enthusiasm
  - hard work
  - concentration
  - persistence
  - ingenuity
  - self-improvement
  - service to people
  - toughness



**New Horizons:**

- expands knowledge and changes attitudes in a fun and playful way
- helps pupils and students to design their own path in their lives
- promotes an equal relationship between the educator and the learner
- tries to convince young people that learning is a lifelong process
- promotes positive human values and characteristics, and help to overcome barriers that prevent young people from excluded communities to integrate into society.

**From June 2016, the New Horizons program was run in all 3 community centres with 1 group of children for 2 hours a week.**

Frequency	Range
Once a week	2 hours

**From September 2016, the New Horizons** program has been running in all 3 community centres. It involves 2 groups of children, younger and older, both events taking place twice a week for 2 hours each of them.

Frequency	Younger children	Older children
2x a week	2 hours	2 hours

**The Mentoring program**<sup>2</sup> has been in place since 2009. More than two hundred children have gone through this program since then and the results are very gratifying: Eighty-one percent of the mentored children study have already completed secondary schools .

Just for comparison, 172 out of 257 pupils who atten-



ded our community centers but were not in the mentoring program during the school years 2012/2013 to 2016/2017 completed their compulsory or secondary school which is 70 percent. Please see the table below.

Pupils who were enrolled in the secondary school or finished secondary school

<b>Pupils</b>	<b>Enrolled in secondary school or finished secondary school</b>
Mentoring Program	81%
Remaining children attending our community centers	70%

Compared to previous years, this year the children met their mentors more often outside the premises of community centers. They attended cultural events, excursions in the nature or went shopping in the city. These

<sup>2</sup> More information about this program on page 44 or in the publication Mentoring Program, online <http://bit.ly/2s2nQ1n>

## EDUCATION

individual meetings took place at least twice a week, but in some cases, they happened every day. Moreover, the relationship between mentored children and mentors became even stronger which was proven favourable in children's school achievements.

*We learned that the time spent outside our own locality makes miracles. (Peter Gomolák, mentor from the community center in Stará Ľubovňa-Podsadek during a trip to Vyšné Ružbachy with his mentored children Jožko and Klement).*

**In October 2016 the Mentoring Program was extended to also include online mentoring program.<sup>3</sup>**

Since then, we have **local mentors and online mentors.**

Based on the results of this program we have recommended that the mentoring program be implemented as a compulsory activity in all community centres based across municipalities and towns within the framework of the national project implemented by both, the Ministry of Labor Social Affairs and Family as well as by the Ministry of Interior of the Slovak Republic (Office of the Plenipotentiary for the Roma communities in Slovakia).

We are delighted that the education part of an updated Action Plan of the Strategy of the Slovak Republic for Roma Inclusion 2020 is included in the Measure 4.1. "To support the smooth transition of pupils from marginalised Roma communities from elementary to secondary school" and Activity 4.1.3: "To promote peer-learning, mentoring and tutoring programs for pupils from marginalised Roma communities aimed at secondary school education and improvement of learning outcomes."

**During the summer, low-threshold activities** in community centers were attended by a total of **407 children** of all ages. They choose how to spend their leisure time according to their interest. They were playing table games, drawing, painting or doing other handicrafts, reading or watching fairytales and movies, playing sports. The high attendance of these activities was a sign of its extraordinary popularity.



Frequency	Range
Once or twice a week	According to the children's interests and the capacity of community centres

**Tutoring and school preparation** activities took place in all 3 community centers and were delivered in an appealing way. In Rankovce, for example, these activities took place on a daily basis, and in other community centers, at least once a week. If it was necessary, they were also happening during the low-threshold time. There was a total of 246 children who attended tutoring and school preparation activities in our three community centers.

Frequency	Range
At least once a week	As required by the pupil

**Our after-school activities** greatly contribute to the empowerment and motivation of our children. Children develop their skills through our reading and drama activities, creative workshops, sports games, craft workshops, music, singing, dancing, working with computers and engaging in other activities.

Community Centre	After- school activities
<b>Rankovce</b>	Computer, Reading, Photographic, Music-Dance, Board Games
<b>Stará Ľubovňa</b>	Computer, Reading, Photography workshop, Creative Hands, Handicraft
<b>Velká Ida</b>	Reading and Photography workshop, Creative Hants, Art, Music & Dance

<sup>3</sup> More information on page 44.



## EDUCATION

### COMMUNITY CENTRES

Since the beginning of our work in the marginalised Roma communities (2001), we have been striving to create places where the community would have a chance to meet, to engage in educational activities and to greatly enhance positive outcomes for the community at large. Time has shown that this effort has been successful. Community centres bring an opportunity for people who struggle in a difficult environment of poverty and apathy.

During our work among excluded Roma communities, **we created four dozens community centers.**

In 2008, we published a report, "Community Centers - Oasis for People from Disadvantaged Communities"<sup>4</sup>, where we formulated the basic theses important for the establishment and work of **community centres**. Most of them are still up-to-date, some have been developed, and some need to be corrected. **It is still a valid idea that the community center is from the beginning, only a gathering place, later a project, and eventually it becomes a living body surrounded by people's lives.**<sup>5</sup> Our community centers are, without a doubt, such living bodies, each having clients with unique interests and needs which are taken into consideration when planning our work.

Almost all of our activities take place in the community centers, including our number one priority – education.

Following our idea that quality of work gives better results than quantity **we decided to keep working in 3 localities only, Rankovce, Stará Ľubovňa –Podsadek**



**and Velká Ida.** This year we have started to plan our work at Luník IX, the Roma neighbourhood in Košice.

Community centre	Number of clients in 2016 (ID)
Rankovce	293
Stará Ľubovňa	297
Velká Ida	278
Overall	868

Community centre	Operating since
Rankovce	2012
Stará Ľubovňa	2003
Velká Ida	2013

All of our community centers are equipped with a variety of regular and didactic toys as well as with modern computer equipment. The centres also provide a place for studying, playing games, meetings, talks etc. Our employees are professionally trained and are passionate about their work. They enjoy working with people

<sup>4</sup> MAČÁKOVÁ, SLÁVKA; POLLÁK MIRO: Komunitné centrá - oáza pre ľudí zo znevýhodnených komunit. ETP Slovensko – Centrum pre udržateľný rozvoj, 2008, page.12. Available at <http://bit.ly/2cEbJCq>

and are able to build a positive relationship with people. Thus, the children like to spend their free time with our staff in the centres. Mostly younger children sometimes just come to play because many of them do not have any toys at home. Also, they use the center frequently to do their homework because their parents cannot help them with it. We are also glad that many mothers have found their way to our centres. Hence, the life in our community centres is busy and vivid.<sup>5</sup>

On a daily basis we have around 50 children in each community centre between the ages 3 to 19. Although our staff teams at different centres are similarly equipped and they work according to similar guidelines they nevertheless guide their respective centres somewhat differently, according to the unique aspects reflecting the different interests and the needs of their clients.

### COMMUNITY CENTRE IN RANKOVCE

- Active since 2012.
- High attendance of children for tutoring.
- Children are allowed to take home the textbooks from school which, in turn, enables the staff to better assist the children in learning the actual classroom curriculum being taught at school. (By contrast, children from Podsadek and Velká Ida are not allowed to take home the textbooks from the school).
- Better quality housing which was improved thanks to our project of self-help constructed housing has made a noticeably positive impact on the Roma families' approach to education.
- Two mentored girls have been studying in the 3rd grade of secondary school in Košice. Next year, they will take a school leaving examination (Level A exams).

<sup>5</sup> Ibid., 12.

<sup>6</sup> More information is in this report, chapter 9, page 64.



- Parents are a lot more engaged in the community center activities.

It should be noted, that the church in Rankovce has made a noticeable impact on the lives of the Roma children.

### COMMUNITY CENTRE IN STARÁ ĽUBOVŇA – PODSADEK

- Active since 2003.
- High attendance of children at activities.
- Many after-school activities.

- Some parents were engaged in the program of self-constructed housing. In 2016 there were seven parents, who joined the Housing program. Once the parents are successful in saving the initial amount, they receive a microloan of 1200 euro to improve their housing.
- Excellent partnership with Elementary School in Podsadek (joint activities in Christmas holiday season and during the International Roma Day).

Again, as in Rankovce, the long-term church influence in the lives of the children was very noticeable.



## COMMUNITY CENTRE IN VELKÁ IDA

- Active since 2012.
- High attendance of children in the pre-school preparation program, along with a successful partnership with parents.
- Partnership work with the local school, including the FIE club since 2013.
- Two mentored children have begun attending secondary schools in Košice (One mentored boy is in the third grade of secondary school.).
- Significant differences between children from

the new settlement and the old one, especially in terms of hygiene.

- It should be noted that current housing is the worst among our localities. Some families are even without electricity. Furthermore, in contrast to the first two villages mentioned above, Velká Ida lacks an active church influence in working with Roma people.



## EDUCATION

### SUMMER ACADEMY WITHOUT PREJUDICES FOR CAPABLE CHILDREN 2016

This summer we enjoyed the opportunity to provide an additional, heartfelt service for the children – namely, the organizing of a **5-day summer recreational and educational camp Summer Academy without Prejudices**. It took place between 1-5 August in Vyšné Ružbachy and it was attended by fifty children from all three community centers involved in the Mentoring Program or actively engaged in the community centers. The youngest member of the camp was eight years old and the oldest was nineteen.

The program was created by our team of experts: ETP employees and volunteers. Each day was thematically focused, including lectures on prejudices, freedom and respect for freedom. Many games, workshops, competitions, and activities focused on team work were included as well. We also had morning physical exercises, olympic games and a disco.

It was not an accident that we have chosen the phrase “Capable children”. **ETP is convinced that all of our children are capable**. However, considering their social disadvantage, they need more support and motivation compared to children born and raised in more fortunate environments.

**The camp helped children discover their own talents and showed them the way to develop these assets.** Children worked in teams with their names and logos. These teams were formed independently on age and community center. One of their tasks was to present one of our themes in the form of a theatrical play, a musical, a drawing, a poem or a song. The final evening at camp was evaluated and we learned from the children:

#### What they liked the most: ...

swimming, fun and creative activities such as theatre, singing, disco, police lecture, grill party and good team leaders.

#### ... What children dislike:

hiking.

#### The best moment: ...

according to them, everything was super!!!

#### ... The worst moment:

none.

#### What children took away: ...

great experience, nice memories and new friendships.

Children’s responses did not surprise us. For many of them it was their first vacation, their first stay in a hotel, their first meal in a restaurant and the first time that they had experienced receiving 24 hours of constant, focused attention. The farewell party was sad. The atmosphere at summer camp was so wonderful that we will organise it every year.





## EDUCATION

### EDUCATION OF OUR EMPLOYEES AND PARTNERS TO IMPROVE THE QUALITY OF ETP WORK

Our activities require our team to be perpetually involved in **ongoing lifelong education**.

In mid-October 2015, we introduced other school clubs called Criss-Cross in all our community centers.<sup>7</sup> Their supervisor, Zuzana Révészová, trained our specialists and co-workers - special pedagogues of elementary school pupils. While the first training took place shortly after the clubs began, the next two were in January and April 2016. The instructor used her own class at the Special Elementary School on Odborárska Street in Košice to demonstrate the appropriate learning environment for work and relaxation. She also introduced the pedagogical material and equipment which children find interesting and which help them to learn and to remember information using a playful methodology. The third training event was also attended by our local assistants who help us with the activities in the community centres.

Peter Nižňanský, author of the Little Lane interactive game, visited ETP in April, along with his wife Zuzana, to meet our children and to give us advice on how to further improve our work with children in decreasing the educational gap between Roma children and children from the non-roma majority. **In Velká Ida, the Nižňanský couple met with the employees of the community center and introduced their didactic game as well as explained optimal strategies in working with tablets to improve educational outcomes.**

In May, our co-workers - students of psychology from the University of Prešov - **attended two seminars before the final testing of our small clients for research purposes. This research was conducted in partnership with the Pedagogical Faculty of Charles University in Prague** under the supervision of researchers Anna Páchová and Helena Franke.<sup>8</sup>

This year, four of our team members attended training sessions organised by the Pontis Foundation<sup>9</sup> where we **learned how to improve our communication with the general public and how to use our results in the field to change deeply-rooted stereotypes about socially disadvantaged people.**

In December, during the evaluation meetings with teachers and lecturers from our school clubs, we talked about diagnostic tools and the progress the children made in these clubs and at school in general. We also discussed how to use available information technologies, such as tablets and interactive boards, to achieve the best results. We also learned how to apply pedagogical Feuerstein Instruments such as organisation of dots, short stories and videos in mainstream classes.

Our work on social inclusion of disadvantaged people requires a lot of **individual learning because without it our innovative methods would not be possible to apply.**

<sup>7</sup> More information is in this report, pages 39-41.

<sup>8</sup> More information on pages 39-40.

<sup>9</sup> More information on page 58.

## EDUCATION FOR OTHER PEOPLE WITH AN INTEREST IN SOCIAL INCLUSION OF EXCLUDED PEOPLE

Our knowledge and experience has been passed on to other people, mostly those in helping professions who come across socially excluded people in their work and at different conferences and seminars. The training was named **Bridges Out Of Poverty**.<sup>10</sup>

Employees in helping professions from **Dobšina** were trained about the issues of generational poverty and its common features across different communities in the world. We were looking for ways and means to help poor people in this town.

The issue of generational poverty was also the subject of a three-day training for the experts from public administration, civil society and the business sector who provide services to Luník IX's inhabitants. Since the beginning of 2016, we have been working in partnership with the City of Košice and **Luník IX**<sup>11</sup>. Our aim is to find a satisfactory solution to the long-standing problem of socially and economically excluded inhabitants of this neighbourhood. In March, we also trained the social workers and health care assistants from Luník IX and introduced our Program of Self-Constructed Housing in Rankovce, which ETP plans to bring to Luník IX.

In April, we attended the conference on segregation in education titled "**It is Possible**", organised by the Ekopolis Foundation, the Slovak Children Foundation and the Open Society Foundation.

In June, we had the opportunity to present relevant results and insights on our ongoing work for Roma in

front of one hundred participants at the conference, **UPRE**, organised by the Carpathian Foundation and the Ekopolis Foundation. Both foundations work on issues related to Roma excluded communities.

Our innovative approaches were also presented in Bratislava at the **International Conference on Segregation in Education, titled "We teach children fair-play"**. It was organised by public human rights defender, Jana Dubovcová. ETP talked about the Feuerstein Method of Instrumental Enrichment in the education of pupils from marginalized Roma communities.



<sup>10</sup> Publication of Ruby K. Payne, Philip Devol, Terie Dreuss Smith

<sup>11</sup> More information on pages 54-55.

<sup>12</sup> More information on page 56.

## 5.2.2. OUR HOUSING PRIORITY HAS BEEN IMPLEMENTED IN COMPLIANCE WITH OTHER PRIORITIES: FINANCIAL INCLUSION AND EMPLOYMENT

### We perceive housing:

- **as a consequence and cause of further problems;**
- **as a tool of social work with the client;**
- **as a process involving financial literacy, learning to work in partnership, acquiring new life and work skills;**
- **as an opportunity for our clients to take their lives into their own hands.**

Also in 2016, our goal was to help families living in inconvenient conditions to help themselves — along with the help of our building engineer — to improve the quality of their housing conditions. We have also focused on getting our clients to gradually acquire working skills, a prerequisite for easier integration into the labor market, in particular, and into society as a whole.

In Rankovce, some of our clients build their own houses through our **micro-loans and a program of self-help constructed housing, which is an excellent tool for social inclusion.** The time they spend on building their houses is at the same time their preparation for future employment, which they find easier with newly acquired skills and learning the invaluable art of diplomacy in various related aspects of cooperation integral to such large-scale projects such as the building of a house. The number of builders — our clients from Rankovce — who are employed on a permanent contract, increased from two in 2013 to six by the end of 2016. In this example, we clearly see the synergy of our three priorities: housing, financial inclusion and employment.

**We have a very similar vision for Luník IX, a neighbourhood renown throughout Europe for its grinding poverty and which is located on the outskirts of the city of Košice.** This year we have been preparing conditions for the Program of Self-Help Constructed

Housing in this neighbourhood. Finance discipline is a prerequisite for micro loans. Thus, after attending tutorial sessions on “Finance”, some of our clients have started to save money acquired throughout the current year, 2017. Once they fulfil all requirements and receive building permission we give them a microloan. They build their houses under the supervision of our construction engineer.

Even here, our attempt is to use **the process of building decent housing for acquiring working skills and new knowledge** leading directly to positive changes of attitudes for all concerned — both the Roma and the Non-Roma majority at large. In 2016, we met and spoke with representatives of the city and the neighbourhood itself. We all agreed that there is an urgency to bring positive changes to Luník IX if we do not wish to remain witness to the notoriously deteriorating, deplorable conditions in this iconically destitute community of Roma. Preparatory work included many meetings and several training seminars. In October, the City of Košice, represented by Vice-President Renata Lenártová, signed a Memorandum of Cooperation with ETP Slovakia<sup>12</sup> aimed at cooperation in addressing the situation of socially excluded, disadvantaged inhabitants living in the city.

Our activities aimed at better housing conditions through micro-loans were also focused on locations such as **Dobšiná, Šimonovce, Stará Ľubovňa and Rankovce.**

*“There is dirt and disorder in the settlement. I do not want to raise my children here. I do not want them to learn bad habits from people who are not interested in a better life. This life has already sparked us and we have decided to end it, but we have no opportunity. Fortunately, somebody will be willing to help us,”* says the mother of two children, Ms. Marta from Dobšiná who, despite

a meager income, managed to save four thousand euros and for whom we prepared a microloan. Her words also speak for others who are in a similar impoverished situation, but who want a higher quality of life for their children as well and who want to do something about it. Microfinance loans, by making possible both the purchase of materials, as well as the payment of services critical to the initial, intermediate and final stages of new home construction, serves as a powerful force for change and an exceedingly promising change agent for prosperity throughout societies harboring pockets of grinding poverty. Such social investments — characterized by huge quality of life returns, and, consequently, championed by visionary efforts by all stakeholders in improving the humanitarian quality of life for all — will have rippling repercussions throughout all of a greater society's economic as well as social well being and serve as a role model for the elimination of poverty for socially, educationally and economically excluded communities worldwide.

In 2016 **we have employed two Roma women** from Rankovce and Velká Ida as local assistants. They have proven to be great workers through their involvement in our past projects. One of them finished the last compulsory grade in school which may allow her to start her secondary education. The other woman has been already studying at secondary school.

We have created the possibility for our clients to work also in our community centres through partnership work with the Office of Labour, Social and Family Affairs. In total, we have created 7 jobs using the active labour market policy tools under § 50, §52a, §54 of Act no.5/2004 Coll. on employment services.

ETP sometimes has to “scrimmage” even with the state power. Our community centre in Moldava nad Bodvou was passed to the National Project of Community Centres but our long-time worker who had rendered such an exemplary service to young children in dire need of assistance could not remain in her position because

she did not fulfil the selection criteria set in the law. The law requires the person to have a university degree in social work, but it does not accept the knowledge and experience of people who work on the ground for many years and who have established positive relationships with the local Roma citizenry. The Ministry simply does not value such experienced people. The struggle to return our worker to her position was not successful but at least we fostered a vitally important public debate about this counterproductive and effectively unfair law. Although our worker did not receive her job back, at least, this situation encouraged her to begin university studies. We are pleased that the Office of Plenipotentiary of the Slovak Government for the Roma communities has already changed selection criteria in the national projects thereby enabling the employment of professional practitioners in the field with many years of experience working with Roma people and therefore know first-hand what the community social and field work is all about.

**ALL OUR PROJECTS AND ACTIVITIES IN ROMA COMMUNITIES WERE COMPREHENSIVE, AIMING TO IMPROVE SIMULTANEOUSLY HOUSING, EDUCATION, EMPLOYMENT, WELL-BEING AND FINANCIAL MANAGEMENT.**

<b>Active labour market policy tools</b>	<b>Stará Ľubovňa</b>	<b>Velká Ida</b>	<b>Total</b>
Allowance to support employability of disadvantaged job-seekers §50		1	1
Voluntary service §52a	2	3	5
Employment opportunity §54	1		1
<b>Total</b>	<b>3</b>	<b>4</b>	<b>7</b>

## 5.2.3 PROJECT BUILDING HOPE – IMPROVING LIFE IN ROMA GHETTOS <sup>13</sup>

The project has been realized since August 2014 in three localities – Rankovce, Stará Ľubovňa – Podsadek and Veľká Ida. Project includes:

- The vast activities in our three community centres <sup>14</sup>.
- The innovative education of pupils in three elementary schools using the Feuerstein Instrumental Enrichment method and Crisscross method.
- Regular meetings with parents of children who are attending our school clubs.
- Research in cooperation with the Charles University Pedagogical Faculty.
- Working towards the integration of long-term unemployed inhabitants of the three communities.

### AIM

The purpose has been to improve social inclusion of children born in Romani ghettos via inclusive education and to increase the number of students from marginalized Romani communities at high schools in order for them to increase their job prospects and improve their quality of life.

### GOALS

- To provide comprehensive social services on long-term basis and to verify innovative accelerative methods in education of the inhabitants of excluded Romani communities embracing from-cradle-to-career approach.
- To create local level partnerships with municipalities, local entrepreneurs and to strengthen cooperation with formal education institutions (schools, kindergartens, leisure centers).

- To forward the proved innovative methods of social work and education to the state institutions via representatives of the relevant ministries.

### RESULTS

- In three community centres – Rankovce, Stará Ľubovňa – Podsadek and Veľká Ida – various activities, including preschool education have been conducted.
- The continuation of the piloting of innovative educational methods that have not yet been used in Slovakia in both informal education settings (community centres) and the formal educational system (schools).
- Overall, 48 out of 67 children attending the four FIE school clubs in the school year 2015/2016 were delivered to the upper school year, which is 72%<sup>15</sup>.
- We have established and extended cooperation with the primary schools in order to provide as much support, as possible, in the development of pupils' inner motivation and cognitive, emotional and social potential.
- In cooperation with the Faculty of Education at the Charles University in Prague we launched a research project focused on the rigorous verification of the effectiveness of the FIE method, in comparison to educational programme CrissCross in three primary schools – in Herľany (school attended by children from Rankovce), Stará Ľubovňa – Podsadek and Veľká Ida.
- **The program of mentoring has become part of the updated Action Plans of the Strategy of the Slovak Republic for Roma Inclusion by 2020, prepared by the Office of the Plenipotentiary of the Government of the Slovak Republic and ap-**

<sup>13</sup> <http://bit.ly/2r8mP85>

<sup>14</sup> More on page number 28.

proved by the Slovak Government in February 2017.

## THE RESULTS OF THE RANDOMIZED CONTROLLED TRIAL EXPERIMENT

**We organized qualified rigorous research to verify the effectivity of the FIE method through the random selection of participants (called a randomized controlled trial) in cooperation with the Faculty of Pedagogy of Charles University of Prague.** The experiment has focused on 54 pupils from marginalized communities who in the academic year 2015/2016 began to attend the first grade of elementary school.

In each location we have been running FIE club that is led by a certified FIE lecturer, lasts three hours and takes place in the afternoon after classes. For the research purposes, in each location there has also been second afterschool club Criss-cross that was launched in September. In this club the lecturers use a method developed and verified in Slovakia for the education of children from socially disadvantaged environment (e.g. elements from the Whole Day Education System and Step by Step Programme). We were testing 54 randomly selected pupils involved in the research (18 pupils from each location) in September by testing battery developed by the researches from the Charles University. We have tested them again in June 2016 in the same manner by the Prague researchers who are students of psychology, trained to use this testing battery.

The research measuring the effect of the FIE and Criss-cross clubs was both qualitative and quantitative. It consists of tests and surveys that are used to gather data about children, their attitude towards school as an institution and their background. Also interviews and observations were used. The subjects of the research



are children, their parents, teachers and educators. The impact on cognitive area, mathematical skills, language abilities, emotions, social area and free characteristics were monitored and analysed by the research.

The statistical analyses of data that have been obtained by research have confirmed **that a statistically significant improvement has occurred during the school year in the whole set of children and in all observed skills, which includes cognitive, mathematical and speech skills.** An important variable that contributes to improving the child's results is the effect of locality. It was found that significant influence is also the age of the children and the total time of their active participation in club work. As shown by the research, the application of the FIE or Step by Step education program does not have a statistically significant effect on improving observed capabilities of children.

Based on the obtained quantitative and qualitative

<sup>15</sup> Most of the pupils, up to 67 per cent (12 out of 18 pupils), did not pass from the 1st to 2nd year of the Primary School in the Veľká Ida. In Rankovce, three pupils did not pass to a third grade and one pupil in Stará Ľubovňa. From the pupils who attended the FIE afterschool club at the Elementary School in Veľká Ida for four years, three of them did not pass to the third year.

## PROJECT BUILDING HOPE – IMPROVING LIFE IN ROMA GHETTOS

data, researchers from the Faculty of Pedagogy of Charles University insist: **Effective learning of children from marginalized Roma communities is taking place “in an environment ruled by adult authorities with long-term pedagogical expertise and reflection and with applied sophisticated authority which is capable to create clear and comprehensible rules.”** A detailed analysis and interpretation of the research is provided by the research report by A. Páchová, D. Bittnerová, H. Franke, M. Rendl and I. Smetáčková **FIE and Criss-cross Clubs: Effects on cognitive, linguistic and mathematical performance**<sup>16</sup>. The results are summarized and supplemented by the new ETP publication entitled *We are learning to learn*<sup>17</sup>.

Other factors with a significant effect on enhancing cognitive abilities of pupils include:

- Age - We have statistically analysed the effect of pupil age on standardized improvement<sup>18</sup>. It was confirmed that at the end of the intervention, higher normalized improvement scores occurred in those pupils who were younger before testing. Linear regression showed a statistically significant relationship between the age and standardized improvement - pupils from Stará Ľubovňa were on average one year younger than pupils from Velká Ida and Rankovce. Pupils from Stará Ľubovňa have reached higher scores in terms of standardized improvements.
- Total Activity - It means the number of hours which the pupil is involved in educational activities in the afternoon club. As well as with the age, linear regression confirmed a statistically significant rela-

tionship between the total time spent by the pupil on the activities of the afternoon club and the normalized improvement in cognitive abilities.

- Locality - it means a long-term and comprehensive actuation in the community and also trust and cooperation relationships built between parents and community centre and elementary school staff.

In the work of school clubs FIE continues after this rigorous research. The experiences based on their implementation showed that:

- The self-esteem of pupils increased.
- The pupils began to enjoy learning and their interest in learning increased.
- The pupils learned to regulate their behaviour, pay attention, be precise, plan and compare.
- The pupils' vocabularies increased.
- The pupils improved their abstract thinking, visual perception, and graph motor skills.
- The pupils learned to search information systematically.
- The pupils learned to create new strategies.
- The pupils became to understand concepts of numbers and mathematical operations
- Group dynamic improved
- The parents' interest in future of their children increased.

Since the CrissCross clubs were created to compare their results with the results of the FIE clubs based on research strategy, they worked only until June 2016. Since September 2016 clubs have been merged and they are acting as FIE clubs. In two localities (Rankovce and Stará Ľubovňa-Podsadek), the clubs are attended by pupils from the 1st and 2nd year of elementary

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<sup>16</sup> <http://bit.ly/2fxspu5>

<sup>17</sup> <http://bit.ly/2fQtl00>

<sup>18</sup> <http://bit.ly/2fQtl00>

<sup>18</sup> Standardized Improvement - The variability we created through a combination of seven tests passed (Arithmetic, Numbers, SON-Study, SON-Performance, Language, AS Memory, and Literacy). A model for calculating the normalized improvement is presented in the *Learning to Learn* on page 71 and is based on Woodford and Mackinnon.





school in the school year 2016/2017. In Velká Ida two clubs are attended by 1st and 3rd grade pupils of elementary school. School clubs work in cooperation with local elementary schools - Primary School Elena, Elementary School Herľany, attended by pupils from Rankovce (until June 2016 and from September 2016 the activity moved to the local community centre), Podsadek Elementary School (until June 2016 and in September 2016 the activity moved to the local community centre).

We have also organized **support activities aimed at working with Roma parents to motivate them to engage more actively in the education of their children.** With this activity we help our employees also with the publication entitled Program of work with parents of children from MRK<sup>19</sup>, which we released at the end of 2015.

Since August 2016, we have begun to work even more intensely with parents thanks to hiring for a full-time

job an experienced expert<sup>20</sup> for **working with the Roma parents.** Under her leadership, meetings were held once a week in each community centre, they had a thoroughly thought-out thematic plan and structure, became more attractive and attended by more parents, especially by females.

*“The aim is to start the Roma families to change the thinking about their status and the position of their children. A Roma mother is usually perceived in the family as a cook and a housewife. Men do not like to let women go to work, nor do any meetings or activities as it is normal among non-Roma population. Roma moms are in a vicious circle of obsolete stereotype. The new thinking will encourage them to create opportunities for their daughters, to let them study, so they might be a inspiration for their children, „says Božena Tokárová, who worked with the Roma parents.*”

**THE PROJECT BUILDING HOPE – IMPROVING LIFE IN ROMA GHETTOS WAS SUPPORTED BY:**

**THE VELUX FOUNDATIONS**

VILLUM FONDEN × VELUX FONDEN

<sup>19</sup> <http://bit.ly/2aJGsJz>

<sup>20</sup> <http://bit.ly/2r0xNhf>

## 5.2.4 WE ARE LEARNING TO LEARN – AFTERNOON SCHOOL CLUBS<sup>21</sup>

We have implemented this project since 2015 in three localities – Rankovce, Stará Ľubovňa – Podsadek and Veľká Ida.

It is connected to the initiative we launched back in September, 2013. We are verifying the efficacy of the FIE method of a randomly selected group of Roma pupils in the village of Veľká Ida. Students attending our programs are experiencing on daily basis an environment that does not give them incentives that are key to success at school. Their parents grew up in the same environment, one which is deficient in encouraging academic pursuits. Afternoon classes at the ETP centre providing the elaborate pedagogical Feuerstein Instrumental Enrichment method (FIE) gradually remove these disabilities caused by life in a different stimulus environment.

### AIM

Verify the effectiveness of two methods — the Feuerstein Instrumental Enrichment method and the Criss-

cross method — regarding the development of internal motivation and cognitive skills by pupils from socially disadvantaged environments of marginalized Roma communities through long-term education in afternoon school clubs.

### GOALS

- To provide long-term innovative pedagogical intervention in the afternoon school clubs for sixty pupils from three disadvantaged communities. We desire to develop their internal motivation as well as the social and cognitive skills needed to succeed through elementary school and continue through high-quality secondary schools and universities.
- To develop the skills of teachers to teach pupils from socially marginalized Roma communities using effective pedagogical tools (FIE / CC) which greatly assist in the development of cognitive skills of children from less challenging environments.
- To verify the suitability of the newly developed methodological guide for primary school teachers and make it available to teachers of other elementary schools from municipalities with more segregated communities.
- **The long-term goal is to acquire precise data on the efficacy of pedagogical methods, FIE and CC, to become a system component of the curriculum at the school in which students from MRK are enrolled.**

### RESULTS

- The FIE method brings beneficial results in developing internal motivation and cognitive skills of pupils from MRK.
- In school year 2015/16, we compared the effectiveness of the FIE with the Crisscross method through a rigorous experimental process. The results are described on pages 39-40 of this Annual Report.



<sup>21</sup> <http://bit.ly/2rLXRxU>

- In school year 2016/2017, we educated the same pupils from Veľká Ida, Stará Ľubovňa and Rankovce afternoon clubs that were attending the afternoon clubs during past years. Pupils visited interesting social, cultural and sporting activities and we were also regularly educating their parents.
- We submitted both the procedural information on the method as well as its effectiveness to teachers of elementary schools during the Methodical May 2016 in Stará Ľubovňa and at the workshop organized by the Methodological and Pedagogical Centre in Prešov in November 2016.
- We reported the results of the experiment to both professionals as well as the lay public through an international conference and workshop that we organized together with the Office of the Public Defender of Rights in November 2016 in Bratislava.
- The publication, "We are learning to learn", is a way of spreading information about our experiences into broader professional practice.

**FEUERSTEIN INSTRUMENTAL ENRICHMENT  
DOES NOT TEACH LOT OF KNOWLEDGE,  
BUT THE WAY HOW TO GAIN IT.**

- It develops cognitive abilities, concentration and attention.
- It develops the ability to express and read with comprehension.
- It stimulates spontaneous exploration and discovery.
- It helps develop control of one's own emotions and respond appropriately to the emotions of others.
- It improves spatial orientation.

Instrument — Instrument of Points:

- develops visual perception (visual transmission),
- develops graph motoric perception,
- leads to systematic search for information,

- leads to strategic thinking (comparison, planning),
- leads to control of impulsiveness,
- develops confidence in dealing with mistakes.

Instrument — Identify emotions:

- develops cognitive recognition of specific emotions,
- develops vocabulary,
- develops emotional intelligence,
- develops abstraction abilities.
- It is not insignificant that children attending the club experience success, which is a strong impulse and motivation for their further work.

A group of thirteen pupils who have been regularly attending activities in the school club in Veľká Ida since September 2013 has, in comparison to those who did not attend our ETP afterschool club during the same period, better school results (mean 2.8 vs 2.0) and only one-third as many unjustifiable missed hours (35 vs. 105). Therefore, it is important for these children to have the opportunity to continue visiting the FIE club where they will develop the cognitive abilities which will allow them to come into parity with those children fortunate enough to not grow up with the numerous developmental disadvantages characteristic of children from segregated communities.

**Our ambition is to bring the kids from the club to a successful completion of the ninth grade of elementary school and then to continue their studies at secondary or high school.**

**THE PROJECT WE ARE LEARNING TO LEARN – AFTERNOON SCHOOL CLUBS WAS SUPPORTED BY:**



## 5.2.5 MENTORING PROGRAM – CAPABLE CHILDREN<sup>22</sup>

As a part of innovating our programs for children and youth from segregated Romani communities we have expanded our proven mentoring program onto the internet with our recently launched **online service titled “Capable Children”**. This innovation has received the most positive feedback from public.

### AIM

Increase enrolment of pupils from marginalized Roma communities in high-quality secondary schools, thereby increasing their employment potential and improving the quality of life.

### GOALS

- To find for kids, who have already demonstrated their abilities under the leadership of a local mentor in the community centre, another mentor from remote sites, especially from the places where quality high schools as well as universities are concentrated.
- To support children from the communities to not be afraid of studying even in remote places and to build friendships online.
- To encourage friendly relationships between mentors and their protégés to enrich both of them, and contribute to understanding between members of the majority and excluded minorities and thus bring them closer together.

### RESULTS

- On October 1, 2016 we launched a very creative website, [www.schopnedeti.sk](http://schopnedeti.sk), with high quality content where we posted the first 36 profiles of capable children - girls and boys from 8 to 21 years from Roma settlements in Rankovce, Veľká Ida and Stará Ľubovňa-Podsadek.

- The project attracted public attention immediately and received **great media response**.
- **In the first month alone, 24 volunteer mentors signed up — mostly university graduates of various professions, university students from all over Slovakia and Slovaks living abroad.**
- In **November we organized the first interviews with the candidates**. Personal interviews were held in Bratislava and other communications were conducted via Skype.
- A Facebook page<sup>23</sup> has been created and from the outset it has enjoyed high attendance.
- A lot of **famous Slovak personalities<sup>24</sup> with high moral credit have joined our campaign for Capable Children** through their video speeches. Among them are TV moderator Patrik Herman, actresses and actor Alena Ďuránová, Kveta Stražanová and Juraj Kemka, violin virtuoso Barboara Botošová, chelo player Silvia Šarközi from Gypsy Devil, Ľudmila Kolesárová from Dobrý Anjel foundation, Christen Madrazo from Dramatic Adventure Theater in New York, European Commissioner for the Justice Věra Jourová, singers Eva Máziková, Gitana and others.
- The campaign continued from December to February 2017 through the **billboards and city lights** in Bratislava and Košice.
- Online communications between mentor and protégé commenced in January 2017.

A new logo for the program on the new website has also appeared, consisting of a design similar to that of the ETP logo. It is comprised of clear and distinctive colours - green, red, blue, yellow and complementary black, which are at the same time colours of ETP logos. The logo reflects the slogan for online mentoring, “changing dreams into reality”. The figure on the right with the winning raised hand has holds a graduation cap. It expresses the ambition of the project to lead

<sup>22</sup> <http://schopnedeti.sk/>

<sup>23</sup> <http://bit.ly/2s2fkQ5>

<sup>24</sup> <http://bit.ly/2r85EU0>



capable children from settlements to the highest level of education. To the left of the figure is a shape reminiscent of a cloud — a sign that represents a dream with bright spots like bubbles on a baby bubble blower — which signifies that it is about working with children and youth. The program name is written inside the cloud by the same non-technical font type as is used in the ETP logo. It suggests a personal approach. The logo looks appealing, fun, playful and creative, because that's the way our online mentoring should be.



The Mentoring Program, Capable Children, was founded by Peter Gomolák and Dávid Korčkovský from Stará Ľubovňa. The beginning of the project placed considerable demands upon creativity and time and we were greatly helped by the creative artists from Istopolitana Ogilyv<sup>25</sup> and the advertising agency, Lemur<sup>26</sup>. A huge role in the project is also expected from local mentors who will work with online mentors.

Those interested in online mentoring, choose their future online protégés, according to the dreams that the children presented on the website of the project<sup>27</sup>. For example, Denisa from Veľká Ida dreams about a career as a runner and, in response, former Slovak champion

in the 400 m run expressed an interest in leading Denisa to success as a marathon runner. Another example is Kristína, a promising dancer from Stará Ľubovňa, whose mentor from Bratislava is a dance coach.

Mentors in the Capable Children program meet with their protégés in frequent online contacts and twice a year they meet personally in the summer or weekend residential camps that are also part of the program.

We intend to gradually engage in online mentoring other children from our community centres as well as children from Lunik IX. where we have another project . Therefore, we will continue to search for online mentors.

*Some noble thoughts regarding online mentorship:*

*"Mentorship is the possibility of providing great support for a child."*

*"I want to be close when the student needs a word of encouragement or advice and to have a good feeling in my heart thanks to the experience."*

*"I do not want to be just her mentor but also her older sister."*

*"It's an opportunity to transfer experiences and help the child*

*to break out of a vicious cycle. It fills me with joy when I can help somebody to find a treasure inside him. "*

*"I find the need to serve self-evident to help the people who need it, especially to children. Everyone deserves a chance to experience success and happiness. "*

*"I was surprised by the admirable thoughts of the child's imagination about what he wants to achieve in the future."*

Nadácia  
Orange



<sup>25</sup> More on page 58.

<sup>26</sup> <http://bit.ly/2stxkCO>

<sup>27</sup> More on page 54.



[O projekte](#) [Schopné deti](#) [Mentoring](#) [Čo sa u nás deje](#) [Podpora](#) [Známe osobnosti o nás](#) [Tím](#) [Kontakt](#) [Instagram](#) [YouTube](#) [Search](#)



Online mentoring, ktorý mení sny na skutočnosť



## 5.2.6 MICROLOAN PROGRAM<sup>28</sup>

The project has been serving clients since 2007.

Overview of provided micro-loans (ML) (in the years 2007 - 2012 for reconstruction, in the years 2013 through 2016 for self-constructed houses)											
Year	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Total
ML number	114	155	70	82	92	12	6	10	1	4 <sup>29</sup>	542

At the end of 2016, we acquired a new corporate sponsor, Hollen, Ltd., whose gift supplemented our Revolving fund. As a result we were able to top up microloans to three clients from Rankovce in November and another seven clients may get an increase later in 2017. The need to increase the micro-loans is related to a tightening of construction law. According to a new law, new houses must meet stricter energy codes. In 2016 we also prepared a micro-loan in Dobšiná for the purchase of a family home. Through this project, seven new families from Stará Ľubovňa will receive microloans for reconstruction in 2017 if they meet the loan qualifying conditions. We have started a new project entitled “Building Hope at Luník IX” in cooperation with the City of Košice and the district of Košice, Luník IX. ETP will disburse several microloans to clients for self-help assisted construction of houses, which will be the client's personal asset.

### AIM

To facilitate social inclusion and improve quality of life of the inhabitants of poor Slovakian regions through financial inclusion and assisted home construction.

### GOAL

- To provide inhabitants in socially and economically disadvantaged regions of Slovakia with non-profit

microloans that will be used exclusively for the self-help construction of a house, or reconstruction of an already existing house or apartment.

- To develop responsibility for one's own housing and future for one's family.

### RESULTS

- Since the beginning of the project, 542 families from 17 towns and municipalities in eastern and central Slovakia have improved quality of their housing.
- Microloans were provided to clients who attended Financial Education classes, learned to save money within our Saving project, and worked as volunteers on construction of their own houses.
- The Microloan programme together with Saving programme proved to be a highly effective option for breaking the cycle of generational poverty.
- The Microloan programme demonstrated that even a client who depends upon government assistance is still able to repay the debt.
- The Microloan programme became part of the EU Operational Programme Human Resources 2014–2020.
- Micro-loans have become part of the of the Revised Action Plans of the Strategy of the Slovak Republic for Roma Integration up to 2020, prepared by the Office of the Plenipotentiary of the**

<sup>28</sup> <http://bit.ly/2raoGuU>

<sup>29</sup> In 2016, we provided an increase in micro-loans to four clients: one from Šimonovce and three from Rankovce.

## MICROLOAN PROGRAM

**Government of the Slovak Republic for Roma communities and approved by the Government of the Slovak Republic February 2017.**

The Microloan programme has introduced a very valuable paradigm into social theory and practice:

**SOCIAL INVESTMENTS ARE AN EFFECTIVE TOOL OF SOCIAL WORK.**

In 2016 we have also gained a new experience:

**DURING AND AFTER THE PROVIDING OF MICRO-LOANS THE SOCIAL WORK MUST NOT WEAKEN. VICE VERSA, ITS IMPORTANCE INCREASES.**

Social work with the client should be continuous from the beginning of the process, when the builder begins to save funds, during his self-construction and through to his full repayment of the microloan. Clients, social workers, self-government representatives, as well as the media, think that the self-help project is a very promising investment activity of ETP Slovakia. In our program, each client is a builder who builds his own home on the basis of the building permit that is issued on behalf of the client. The role of ETP Slovakia is to facilitate the client's self-construction building process in cooperation with the local government and its field workers as well as other local volunteers. A "construction" teacher whose work is funded by ETP, assists clients during the entire construction, teaches the client various construction skills and helps whenever and wherever it is needed. However, the main part of the construction lies really on the shoulders of the client.

Overview of borrowed and repaid micro-loans as of 31.12. 2016		
Situation of microloan	€	%
Repaid	559 613	74
Execution and depreciation	71 939	9
In Repaying	128 966	17
Overall	760 518	100

A summary of the number of micro-loans as of 31.12. 2016		
Situation of microloan	Number	%
Repaid	315	58
Execution and depreciation	107	20
In Repaying	120	22
Overall	542	100

Our clients were mainly people who lived on social benefits or from ad-hoc jobs. Microloans were available to people who did not meet requirements of commercial loan institutions or the banks would not offer them loans because of the part of town in which they happened to reside. Their only option to acquire financial means would be to address non-bank institutions or usurers.

Repaid microloans were used to create a revolving fund that was further distributed in the form of microloans to other clients. The initial capital from an American charity, Habitat for Humanity, was not sufficient to serve the needs of a growing number of clients, who applied



for a microloan to finance a house construction. Thus, in 2016 we were looking for new donors who could help us expand the impact on providing many Roma a home of their own

The clients from Rankovce and one from Šimonovce who used microloans for construction of houses have been regularly repaying 50 euros per month.

All 97 clients from Nálepkovo already repaid their microloans within the agreed timeframe. In Ostrovany, out of 109 clients who received microloans, 88 repaid the debt, 15 continue repaying. Loan repayment discipline is worse in localities where our community centers ceased to operate. Nevertheless, in such localities repayment continues, although a bit slowly. In part

due to the fact that the clients who used microloans for reconstruction have smaller monthly instalments of approximately 27 euros. The worst discipline is in Nitra nad Ipľom where out of 20 clients only one repaid the loan and in Veľké Kapušany where out of 9 clients only two repaid the loan.

**MICROLOAN PROGRAMME  
WAS SUPPORTED BY:**



## 5.2.7 PROJECT BUILDING HOPE – FROM SHACK INTO A 3E HOUSE<sup>30</sup>

The project has been in service since 2013.

### AIM

The aim has been to develop and verify sustainable models of self-help construction of homes in segregated localities.

### GOALS

- To improve quality of life of socially disadvantaged citizens.
- To verify the efficacy of innovative models of social work.
- To save public expenditures.
- To increase possibilities for segregated citizens.
- To eliminate differences between the Non-Roma majority and the Roma minority.

### RESULTS

- There are already 16 houses built through our “self-help construction” program in Rankovce.
- Since January 2013, ETP in cooperation with a local council, social field workers and a local civic association, For a Better Life, has supported a total of sixteen families from Rankovce to legally build houses for personal ownership in self-help home construction program. This was achieved thanks to our Saving and Microloans Programmes.
- A number of field visits were conducted on site for both current and potential clients of the projects, as well as for decision-makers, representatives of the public administration and journalists.
- **Self-help construction has become part of the Revised Action Plans of the Strategy of Roma Integration in Slovak Republic into the Year 2020, prepared by the Office of the Plenipotentiary**

**Government of the Slovak Republic for Roma Communities and approved by the Government of the Slovak Republic in February 2017<sup>31</sup>.**

Our experience has convinced us that:

- **self-help construction is innovative and has been proven to be a very effective instrument in social work with clients**
- **self-help construction is one of the social tools which has proven to be very effective in fighting against poverty and social exclusion.**

The self-help construction of a client’s new house means not just a new home and a better roof, but overhead, but **it is an optimal learning process of “sweat-equity” valuation in the home’s acquisition.** In the process, the social worker provides an irreplaceable role by serving as an agent for social change benefiting both client and community. For this change, the social worker inspires and helps the client emerge as an active, productive partner.

**THROUGHOUT THE WHOLE PROCESS — FROM PRELIMINARY PREPARATIONS FOR CONSTRUCTION OF THE HOUSE UNTIL IT BECOMES A PRIVATELY OWNED HOME — THE SOCIAL WORKER CONTINUES TO SHEPHERD THE PROCESS TO SUCCESSFUL COMPLETION.<sup>32</sup>**

In Rankovce it happened that builders who started to build houses in 2015 had changed the size of the houses. That change was not an originally planned part of the project, so it was more demanding in terms of finance, and the construction itself was prolonged.

<sup>30</sup> <http://bit.ly/2rKiqe1>

<sup>31</sup> Action Plan for Housing: Measure 1.2. Encourage property housing in municipalities with MRK, Activity 1.2.3. Implement a pilot program for the self-help construction of a housing fund financed by micro-loans



The construction was also more expensive due to the stricter Building Law rules<sup>32</sup>. Further adding to unanticipated cost overruns, the price of some materials had risen. Because of the lack of the required additional funds, in 2016 construction work had to be temporarily halted for ten months. Construction resumed when we were able to increase microloans to our clients, thanks to a new corporate donor, Hollen, Ltd. Since November, **a teacher of self-construction of houses** has taken over guiding our clients in the entire home construction process.

These facts have led us to realize some important rules:

- We must be more vigilant in monitoring clients, social workers and local partners' comprehension and adherence to the terms of the contract.
- When we determine the maximum amount of a microloan, we must consider possible changes in light of new circumstances, e.g. with changes in laws or unexpected increases in planned occupancy number of household members and so on.
- We must prepare the rules and conditions of the program in written form in a simple and under-

standable language and pass it on to all those involved in the project.

- We must be sure that there will be only one organization in charge of the program from the beginning until the very end.

In addition to the construction of a safe, healthy and legal home, our project generated related, intangible benefits:

- The basic living conditions of the families involved in the project have significantly improved.
- Builders have acquired work skills and habits which increased their chances of employment in the labour market.
- Self-help construction client builders and their families have experienced a positive general shift of personality and of attitude. Their social status inside their community has risen. The sense of personal responsibility has grown as well. Through self-help construction of houses they built a relationship to their own property.
- There was an inevitable collaboration with the majority which has contributed to all parties involved

<sup>32</sup>The claim is based on experience in Rankovce, where misunderstandings occurred when clients requested and insisted on the increase of the micro-loan, although the amount had been agreed in advance. This was the source of the problem.

<sup>33</sup>According to Act no. 555/2005 §2, paragraph (1), point (c)



overcoming stereotypes and prejudices.

- News of the success of client builders motivates people from other excluded communities in Slovakia to pursue similar self-help home construction program for the impoverished members of the community.
- **Compared to 2013, when the project started, the number of home owners with full time employment has trippled.**
- The model of self-help constructed houses saves public finances.
- Self-help construction of houses in Rankovce proved to be effective not only financially, but it also has provided a much greater integration potential than any other model of social housing provision in Slovakia.

The program of self-help construction of family houses was funded from various institutional sponsors, individual donors and from ETP own resources. For the first time in Slovakia, we tested a new model of self-help

construction of a family house which becomes the personal property of the builder's family, financed by a combination of personal savings as well as non-profit microloans. The houses were built by young people from the marginalized Roma community on legally obtained land on the basis of the issued building permit. Construction costs were paid by these young future owners from their own savings, from funding from ETP as well as from ETP microloans. The houses are connected to standard municipality utility infrastructure (such as, electrical, water and drainage connections) as well as access to various social facilities. The homes were built according to the "variable project of the incremental house" concept created by Ing. arch. Katarína Smatanová.

The costs of the building material for one house with a total living area of 50 m<sup>2</sup> on the ground floor and 50 m<sup>2</sup> on the upper floor was around 10,000 euros.

The innovation of the project is based on the following:

- Self-help construction of houses creates working

skills and habits.

- It is self-financed construction through client savings and microloans.
- Personal ownership enhances a sense of personal responsibility and it increases social status of a client.
- Houses are built according to law, granting legal certainty to housing.
- Financing does not burden public finances.
- The win-win-win effect leads to cooperation.

Relevant to the program, we have released our “Step by Step<sup>34</sup>” publication — a manual describing our experiences with self-help construction of houses for all who want to replicate the project. The publication is available in Slovak and English languages. In 2016 we worked on a new Step by Step publication - a tutorial that summarizes the findings of the last two years of construction in Rankovce.



We believe that our project, Building hope - From Shack to a 3E House, provides great promise in leading to the removal of the poor huts from Slovakia as their inhabitants will move upward in comfort and status to decent self-help constructed homes. **The inclusion of self-help construction in the revised Action Plans of the Slovak Republic’s Strategy for Roma Inclusion by 2020 indicates this.**

#### PROJEKT BUILDING HOPE - FROM HUT TO THE 3E HOUSE WAS SUPPORTED BY:



INDIVIDUAL  
DONORS



<sup>34</sup> Mačková Slávka, Smatanová Katarína, Kutaš Slavomír, Vavrinčík Martin, Gondová Viera: Step by step From the hut to the 3E house. ETP Slovakia - Center for Sustainable Development, 2014, p.53. Also available on <http://bit.ly/2qns6LL>, in English: <http://bit.ly/2qy71de>, or <http://bit.ly/2r0eW68>

## 5.2.8 BUILDING HOPE AT LUNIK IX PROJECT<sup>35</sup>

We have been implementing the project since the beginning of 2016. It consists of several subprojects and it part is also the self-help construction of family houses at Luník IX financed by own funds of future homeowners.

### AIM

- To involve the inhabitants of Luník IX in Košice in the program of self-help and self-financed construction of family houses with the help of the Saving and Microloan program.
- To provide social and educational assistance to all family members, including children and youth.

### GOAL

- To improve the quality of life of socially disadvantaged inhabitants.
- To verify the innovative model of social work - self-help construction in the urban agglomeration.
- To provide ten motivated families with non-profit microloans provided that they regularly save 50 euros per month and that they will build houses by themselves.
- To save public resources.
- To up-scale our tested and proven comprehensive social and educational program aimed at adults and children, focused all five priorities of Roma integration: housing/family stability, health/well-being, education, financial management and employment.
- To increase the opportunities for segregated people and narrow the gap between them and the majority.

### RESULTS

- A program of perspective cooperation was born

after several meetings with representatives of the City of Košice and the Municipal District of Luník IX.

- The establishment of collaboration with enthusiastic members of other organizations from the City of Košice.
- The organization of community meetings.

In order to be able to co-operate with our partners and to complement each other, there was a need to have an alignment in perceiving and understanding problems and matching our common ideas, expectations, ambitions and plans. We started with the training entitled Bridges of Poverty, which according to our experience helps to create a common starting point (ideological, value, information and human) to identify problems, find solutions and prioritize them. The common and truly partnership approach has raised the interest of all participating as well as local and national media.

### AMBITION: LUNIK IX IS A NEIGHBOURHOOD AS ANY OTHER IN KOŠICE

The City of Košice promised to change the zone planning (Master City Planning), to cooperate on updating the concept, preparing the action plan and also implementing the project. The first step of cooperation was a three-day workshop for professionals from the city and partner organizations in November 2016. The second workshop took place in January 2017 and was focused on updating the Luník IX Strategy and preparing the action plan for improvement of living conditions at Lunik IX.

The first families have already begun to save money in February 2017 to start construction in the spring of 2018.



The terms of participation in the project:

- The client is a **resident of Luník IX in Košice**.
- The client **regularly participates at ETP meetings and educational activities for twelve months**.
- The client **saves regularly a pre-agreed amount of at least EUR 50 for at least twelve months on his / her own savings account**.
- If the client complies with all the terms of the project, about which we constantly inform at our meetings, as soon as the City of Košice has prepared the **new planning zone (Master City Plan)** and the city has issued a **valid building permission to a client**, ETP Slovakia will disburse a non-profit **microloan** to a client so that he can purchase construction material.
- The client builds a family house via self-help, with his friends and relatives. The house will later become his personal property.

**Professional assistance** during the construction of family houses at Luník IX will be provided by a construction manager from ETP Slovakia.

**PROJECT BUILDING HOPE AT LUNÍK IX  
IS SUPPORTED BY:**



## 5.2.9 COLLABORATIVE PROJECTS

### COOPERATION WITH THE CITY OF KOŠICE AND DISTRICT OF LUNÍK IX

*“City management and responsible staff are interested in a functional collaboration to solve problems in locations with a high number of excluded people. The first step was signing a Memorandum of Cooperation between the City of Košice and ETP Slovakia. I believe that our co-operation will help socially disadvantaged people to better orient themselves in the field of financial discipline and self-help housing<sup>36</sup>,” said Vice-Mayor of Košice, Renáta Lenártová.*

**Memorandum of cooperation between ETP Slovakia<sup>37</sup>** and the city of Košice represented by Vice-President Renata Lenártová was signed in October 2016.

Subjects of cooperation:

- 1. Improving the quality of housing of socially excluded inhabitants** through their involvement in programs of self-financed and self-help construction of family houses. It is also possible to help them with reconstruction and repair of available city dwellings and others spaces suitable for family housing by engaging them in the Saving and Microloan Program.
- 2. Increasing the socio-economic capital of socially excluded citizens** by enrolling them in the training of financial literacy and family financial planning (e.g., programs “Do not be afraid of money” and “Plan Your Future”).
- 3. Improving the quality of education in school facilities** within the territory of the city in which are educated socially excluded children and young people at risk of poverty. In our current practice this is implemented by introducing certified educational practices in enrolled school pupils, in young people and in adults at risk of poverty and living in a socially excluded environment (Our principal tools: Feuerstein’s Instrumental Enrichment

and CrissCross method, Mentoring Program, Work with parents, program Work Integration program).

- 4. Improving the quality of social services provided by employees of the city and employees of organizations established by the city**, who, within the framework of their work responsibilities, come regularly into contact with the socially excluded population experiencing generational poverty, and through the involvement of city officials and staff of organizations established by the city on the educational activities proposed by our organization.
- 5. Other activities aimed at improving the quality of the socially excluded inhabitants of the city.**

An identical memorandum with the city district of Luník IX was prepared and signed at the beginning of 2017. We express our deepest appreciation to Košice and to Luník IX.



 KOŠICE



<sup>36</sup> <http://bit.ly/2r0m57r>

<sup>36</sup> Memorandum is important for our project Building Hope for Luník IX. More about the project in this Annual Report on page 54.



## EXPERT VOLUNTEER PROGRAM LEAF

**The LEAF Expert Volunteer Program called for young professionals in the spring to spread their good ideas for great things and to help those whom ETP assists.**

ETP Slovakia was among the dozens of organizations who had been interested in receiving the help of an expert volunteer. We were looking for a specialist to help us with the creation of communication strategies.

We are sorry for the negative attitude of the public towards our clients since we know that it is not based on truth. That's why we were interested in communicating interesting and concrete facts from the lives of our clients as reflected in our experience, objective data and analyzes - professionally and comprehensively, intelligently and memorably.

The program of expert volunteering has led us to a **young talented journalist, Peter Nagy**, from Bratislava, who has expressed his sincere interest in our issues and cooperation. He participated in the Summer Camp - Summer Academy Without Prejudice, where he met our young clients and started writing on our topics



blogs, which he published on his blog of the SME newspaper. Peter Nagy's blogs were intriguing. He explains his point of view always through a particular human story of our clients approaching the world of material poverty and other social limitations and he draws attention to the ETP pathways which are designed and field tested to remove these shortages of society.

His blogs have high reading rates and they have spiked even more awareness throughout the public of our topics and of our work. We express profound gratitude to the Academy, LEAF, and especially to Lucia Rechterovičová Žišková who was intensively devoted to our summer camp. Finally, huge thanks to Peter Nagy and to newspaper SME.



 **LEAF**  
ACADEMY

## COLLABORATIVE PROJECTS

### CHRISTMAS STALL – US STEEL KOŠICE

In December of 2016 during the Christmas shopping season in Košice, as per its tradition, **US STEEL provided ETP a Christmas stall for one day.** The stand promoted a project titled “Capable Children” and some of the children in this program were present. The gifts were created by children from the community centres and packed in bags with the ETP logo.

**We collected 446,4 € which is more than last year.** The money will be used for activities in our community centres. Thank you US STEEL.



### PRO BONO MARATHON – PONTIS FOUNDATION

In June, we attended the so-called Pro Bono Marathon in Bratislava organised by Pontis Foundation where volunteers from different companies offered free information and advice to non-profit organisations. **Volunteers and members of non-profit organisations established teams**, each working on one topic for 12 hours. We became interested in the field of marketing campaigns, communication strategies and advertising. We managed to attract volunteers from **Istropolitana Ogilvy.**

They were mostly interested in our Mentoring Program and they came up with a brilliant idea to enhance this program by an online mentoring program. **They prepared an attractive campaign, invented the name of the mentoring program - Capable Children**



- **because we believe that all children are capable.**

They have also proposed to use *schopnedeti.sk* as the name of the online mentoring website. The partnership with this advertising company worked out very well. The company did a great job as they managed to arrange our ideas to be compatible with the current marketing requirements.

**Istropolitana Ogilvy offered us a helping hand** even after the Pro Bono Marathon. They created a full campaign for a project of Capable Children for which we are grateful. This project was successfully launched thanks to Istropolitana Ogilvy and Pontis Foundation.



## PROFESSIONAL CONTRIBUTIONS

We greatly appreciate the professional contribution of Ing. Martina Kubánová from SGI and Ing. Radovan Ďurana, PhD. from INESS who devoted their free time to calculate public losses if the education of children from Roma settlements remains unchanged. They also calculated the expected savings of public finances if the proposed recommendations and programs implemented and verified by ETP become mainstreamed and a daily practice for educating all children from Roma settlements. These arguments, including all calculations, have been presented in the publication, 'We are Learning to Learn'. Thanks for the contributions.





All ten publications that have already been released by our organisation reflect results from our practice-based social laboratory. We present only what we have verified. This approach entitles us to make recommendations for the public sector because our interest is not only to help our clients but also to assist all people in need.

ETP produced three publications in 2016 and has participated in one more.

### 6.1 MENTORING PROGRAM<sup>38</sup>

*“Being a mentor is one of those experiences that brings a reward and is worth the effort. But it can also be a big challenge,”* as quoted in our February publication which discusses some of our experiences, results and recommendations for working with pupils from marginalized Roma communities.

It is the first title of the new edition of the ETP publications with unified and distinctive graphics and, of course, insightful analyses by virtue of our wide-ranging knowledge of the subject and practical experience. The Mentoring Program was released as part of the project, Community on its Way to Prosperity<sup>39</sup>.

The Mentoring Program Publication:

- presents the Mentoring Program as a proven tool for social and employment integration;
- speaks about the current setting of public policies in the field of education in relation to children and youth from marginalized communities;



- explains the basic concepts of the Mentoring program;
- explains mentoring in Slovakia;
- focuses closely on the ETP Mentoring Program in Slovakia including tables, testimonies of the mentors and mentored children and an analysis of the problems and successes.
- It concludes by an internal and external evaluation, as well as the recommendations of ETP Slovakia, which are summarised below:

**In accordance with the Slovak Strategy for Roma Inclusion until 2020 and its short-term objective no. 1 and specific objective 5.1.1. Operational Program of Human Resources .**

<sup>38</sup> Stašáková Ľudmila, Mačáková Slávka: Mentorský program pre prácu so žiakmi z marginalizovaných rómskych komúní, skúsenosti – výsledky – odporúčania. ETP Slovensko – Centrum pre udržateľný rozvoj, page. 34. Available at <http://bit.ly/2beqpxx>, resp. <http://bit.ly/2qo0bLL>

<sup>39</sup> This extensive project was implemented from May 2012 to December 2015. The aim of the project was the social integration and inclusion of children from disadvantaged backgrounds. Available at <http://bit.ly/2rt3Mlr>

Thus, this publication is intended not only for our mentors, but also for organisations and individuals who apply or want to apply mentoring in their practice.

## 6.2 EMPLOYMENT INTEGRATION<sup>41</sup>

Successful integration of Roma populations from impoverished settlements into the labour market requires a systematic and long-term approach. However, activities related to employability of people from socially excluded communities is a “long-distance race”. Our project, Community on the Way to Prosperity<sup>40</sup>, allowed us to implement and verify a number of social innovations, including testing a new tool for social work with clients from segregated settlements — “mediation of employment integration”.

The publication:

- presents our results, experiences and recommendations;
- provides an overview of the public employment policies at national and European level;
- describes an innovative tool of social work, mediation of employment integration, and different methods of working with clients;
- presents concrete examples of implementing systematic changes which support employability of socially excluded people;
- deals with the implementation of labour market policies in the context of self-constructed housing;
- speaks about increasing employability in commu-

nities through increasing people’s skills through requalification, financial education and the creation of an innovative micro-loan social fund;

- provides recommendations for employers;
- provides examples of good practice.

The publication is intended for people working in job and career guidance at job centres, employers, schools and other education institutions, and all those committed to increasing the employment of people living in segregated communities, including senior civil servants and policy makers working in less developed locations, which are in most cases locations where the excluded population is concentrated.



<sup>40</sup> Hrubá Lucia, Mačáková Slávka, Stašáková Ľudmila, Zelizňáková Eva: Pracovná integrácia, skúsenosti – výsledky – odporúčania. ETP Slovensko - Centrum pre udržateľný rozvoj, 2016, page. 66. Available at <http://bit.ly/2beqGcz>, resp. <http://bit.ly/2s2blgI>.

<sup>41</sup> This extensive project was implemented from May 2012 to December 2015. The aim of the project was the social integration and inclusion of children from disadvantaged background. Available at <http://bit.ly/2rt3MIr>

## PUBLICATIONS

### 6.3 WE ARE LEARNING TO LEARN<sup>42</sup>

Our most extensive publication, “We Learn How to Learn”, presents the case that Roma children, as all other children, are educable and will succeed in their education if equal and fair conditions are provided.

“We are Learning to Learn” is the second publication which deals with the benefits and application of the Feuerstein Method of Instrumental Enrichment (FIE) with children from marginalised communities.

The motto of this publication is the idea of FIE founder, an Israeli psychologist, Professor Reuen Feuerstein: *“If you are not prepared to notice the strengths of your pupils, do not touch their weaknesses.”*

The first part of the publication

- presents the current state of education of children from marginalised communities;
- offers solutions and topics for reflection from Slovak and foreign experiences;
- represents a rigorous experiment carried out in partnership with researchers from the Department of Psychology of the Faculty of Education of the Charles University in Prague, where effectiveness of the FIE was verified and compared with the Criss-Cross method;
- summarizes the results of research in the narrative text and graphics;
- suggests improvements and changes;
- provides recommendations for practice.

The second part of the publication

- outlines and explains the importance of FIE school clubs, which worked in partnership with local elementary schools in the three ETP locations;

- describes each instrument of FIE and how to work with it;
- outlines and explains the importance of Criss-Cross clubs that worked in partnership with local elementary schools in the ETP three locations;
- describes five educational areas, learning resources, a stimulus program a drama projects, development of math skills and games;
- provides sample worksheets done by children, and other inspirational pictorial material.

The publication is designed for pedagogues who work with children from excluded communities and for all those who are in a position to improve the education of children from segregated environments and can guide them toward equal opportunities in life.



SKÚSENOSTI  
VÝSLEDKY  
ODPORÚČANIA

UČÍME SA  
UČIŤ SA

<sup>42</sup> Mačáková Slávka, Révészová Zuzana, Orságová Lenka, Pustulková Danka, Fortunová Vladimíra, Pavlovská Soňa, Pilipčuková Natália, Borzová Veronika: Učíme sa učiť sa, skúsenosti – výsledky – odporúčania. ETP Slovensko - Centrum pre udržateľný rozvoj, 2016, page. 240. Available at [http://etp.sk/wp-content/uploads/2016/11/ETP-Ucime-sa-ucit-sa\\_web.pdf](http://etp.sk/wp-content/uploads/2016/11/ETP-Ucime-sa-ucit-sa_web.pdf), resp. [https://issuu.com/etpslovensko/docs/ucime\\_sa\\_ucit\\_sa](https://issuu.com/etpslovensko/docs/ucime_sa_ucit_sa)

## 6.4 LEAFLETS

Both of our new leaflets were “premiered” in May on the “Methodological Day on Innovative Practices” in Stará Ľubovňa-Podsadek.

The two-page leaflet, **WE ARE LEARNING TO LEARN**<sup>43</sup>, which came out in May, briefly presents how we work with children from segregated Roma communities who usually start compulsory schooling without any pre-school preparation. We answer the questions::

- Why do it?
- How is it done?
- What is the goal of this work?
- Who helps us?

The four-page leaflet, **WE INCREASING OPPORTUNITIES - BRIDGING DIFFERENCES**<sup>44</sup> very briefly states that our goal is to contribute to the personal development of vulnerable groups of people, especially children. We try to show our clients how to deal with their issues proactively instead of passively feeling “victimized”. Our experience proves that positive changes are possible in segregated localities. This leaflet concentrates mainly on education.



<sup>43</sup> <http://bit.ly/2qviLg2>

<sup>44</sup> <http://bit.ly/2s2d4lz>



### JANUARY

- **THE PRESIDENT OF SLOVAK REPUBLIC, ANDREJ KISKA**, spoke to the refugees in Humenne: Dear children, dear moms, dear fathers, dear grandparents, while he was expressing appreciation for the work of our nonprofit organization.
- **The Director of ETP, Slávka Mačáková**, together with the President of SR, Andrej Kiska, were presented to HRH Prince Charles in Scotland.
- **ETP OFFERED COOPERATION WITH THE CITY OF KOŠICE** to improve the situation in Luník IX.
- **MEETING OF PARENTS OF PRE-SCHOOL PUPILS** in Veľká Ida at an open lesson, where they saw how much their children had learned.







## CALENDAR

### FEBRUARY

- **ETP RELEASED THE FIRST TITLE FROM OUR NEW EDITION, “The Mentor Program”,** with high quality text and unified graphics.
- **CARNIVALS** were organized in all community centers.
- **WITHOUT BOREDOM** — Children of Podsadek spent the whole week of spring vacation. A popular Spring vacation program was also provided to the children in Rankovce and Veľká Ida.
- **“STATE COULD LEARN FROM OUR WORK WITH ROMA”** — This was the headline of an interview with Slávka Mačáková in the SME newspaper<sup>45</sup>.
- **FIRST AND SECOND MEETING OF REPRESENTATIVES FROM CITY OF KOŠICE AND ETP ABOUT CONDITIONS AND COOPERATION,** about self-financed and self-help construction of homes at Lunik IX.
- **TRIP TO KOŠICE** by clients from ETC Humenné.



<sup>45</sup> <http://bit.ly/2rt02qg>

## **ETP: State could learn from our work with Roma**

WHILE some mayors struggle to improve life in segregated Roma settlements, the non-profit organization ETP Slovakia has helped hundreds of marginalized people construct their own houses. The Slovak Spectator spoke to its director Slávka Mačáková about ETP's success and how the state often ignores proven methods that succeed.

10.2.2016

**The Slovak Spectator: Many Slovaks see the problem with marginalized Roma communities as having simple solutions like tougher policing or cuts to welfare. What do you see as solutions for those communities?**

Slávka Mačáková: There are no simple solutions for complicated problems. Procrastination or unprofessional solutions of the most visible problems will make the current bad situation even more complicated. For example, in 2008 and then repeatedly in 2010 and 2012 we offered to Košice city cooperation in dealing with living conditions in Lunik IX [infamous Roma ghetto]. We proposed the gradual reconstruction of flats by using our saving project and project of microloans. If the magistrate would accept our offer Lunik IX resident could save up to reconstruct the flats where they were living. The city did not respond to our offers. The result is that settlement Mašličkovo developed [after several block of flats in Lunik IX were torn down] with all its consequences. Hundreds of citizens of other towns and villages have used the possibilities of our projects in central and eastern Slovakia and they reconstructed their homes. The construction of one house with land in Rankovce village costs around €10,000. Košice city constructed flats for twelve families for €550,000 in 2015. Instead of a dozen families, 55 families could have a new place to live for the same amount of money.

Available at: <https://spectator.sme.sk/c/20090771/etp-state-could-learn-from-our-work-with-roma.html>

## CALENDAR

### MARCH

- **CHOIR OF SINGERS IN PODSADEK** — It was preceded by selection of future singers.
- **THIRD MEETING BETWEEN REPRESENTATIVES OF THE CITY OF KOŠICE AND ETP SLOVAKIA.**
- **PROGRAM HONORING INTERNATIONAL DAY OF WOMEN** — Children prepared for their mothers cultural program at the community centers.
- **A GET-TOGETHER WITH TEA AND HOMEMADE CAKES** which men at ETC prepared for the International Day of Women celebration.
- **INDOOR PLAYGROUND GULOČKA** was visited by ETC clients.
- The children from Rankovce and Veľká Ida met at the **PUPPET THEATER** of Košice for a performance titled Little Goats and the Wolf. Children also toured the city together with their teachers.





## CALENDAR

### APRIL

- **ČHAVORENGE IDA KELAROVÁ** has new members - boys from Rankovce and Podsadek.
- **CEREMONY** 2016 in Podsadek for more than two hours amused a six-hundred person audience. The performers were from five to fifty years old and there were almost sixty of them.
- **PUBLIC DANCE EXIBITION OF SOMALI GIRLS WITH A ROMA DANCE GROUP** from Podskalka near Humenné. ETC clients were attending rehearsals in Podskalka once a week since February.
- **DAY OF NARCISES - ETC** clients were in the Vihorlat Museum at a lecture about healthy lifestyles.
- **ETP EMPLOYEES HAVE ATTENDED TRAINING SESSIONS ABOUT PC GAMES** at the community center in Veľká Ida.
- **ABOUT SAFETY AND MANAGEMENT ON THE ROAD, SMOKING, DRUGS AND ALCOHOL** - discussions with pre-school children, their parents and policemen were held in the community center of Veľká Ida.
- **ETP STAFF ATTENDED BATA JUNIOR ACHIEVEMENT TRAINING** at the Veľká Ida Community Center.
- **"EARTH DAY"** - community center Rankovce in cooperation with Herľany Primary School organized waste collection in the village. The day ended with a barbeque for all participants.





## CALENDAR

### MAY

- **ETP WON FIRST PRIZE FROM ORANGE FOUNDATION** in the category of “social inclusion”.
- **SCIENTIFIC DAY WITH SMALL EXAMPLES OF INTERESTING EXPERMENTS** were enjoyed by children and adults alike.
- **INTERNATIONAL DAY OF MOTHER** celebrated children and mothers of all our community centers and ETC.
- **METHODOLOGICAL DAY ON INNOVATIVE EDUCATIONAL PROCESSES** in Podsadek presented Feuerstein’s method of instrumental enrichment and the educational CrissCross method in environments of formal learning.
- **ASSISTENTS FROM ETP WERE TRAINED** — they help each day in school clubs and during educational activities in community centers.
- **THE PUPPET THEATER IN KOŠICE** was visited by the children from Rankovce. The children enjoyed the play titled “Three Pigs” very much.
- **GUESTS FROM SWITZERLAND, CENTRAL AND EASTERN EUROPE** visited Rankovce where they learned about the results of our project “Community on the Road to Prosperity” and self-help construction of houses.
- **A CIRCUS CAME TO KOŠICE** and was visited by young pupils from school clubs of Rankovce.
- **THE STUDENTS LEARNED HOW TO TAKE A TEST.**
- **WE ORGANIZED A TRIP TO KOŠICE** for clients from ETC Humenné.
- The clients from ETC greatly enjoyed the **TRIP TO BREKOV CASTLE AND FILM FESTIVAL** under the sky.
- **A FOREIGN STUDENT IS DOING HER PRACTICE AT ETP** and she appreciates the work of our staff members.







# CALENDAR

## JUNE

- **DATA** are collected from pupils in school clubs for controlled experimental research, which is then analyzed by the professionals from the Pedagogical Faculty of Charles University.
- **FOR THE INTERNATIONAL DAY OF CHILDREN, SMALL CHILDREN FROM ETC** took a tour through the city for children's exhibitions and ice cream.
- **THE INTERNATIONAL DAY OF CHILDREN IN COMMUNITY CENTERS** ment fun, nature, barbeque and sports.
- **EXCURSIONS** to attractive places have provided all of our children at our centers great learning experiences throughout the school year.
- **VISITING THE ZOO** pleased children from the school club of Velká Ida.
- The small children visited the **HISTORICAL RAILWAY FOR CHILDREN** in Košice.
- **ATTENDANTS OF THE ACADEMY OF SOCIAL DEMOCRACY** visited our center in Rankovce.
- 
- **PRO BONO MARATHON** organized by the Foundation Pontis Foundation and cooperation with Istropolitana Ogilvy inspired us to an amazing idea — on-line mentoring.
- **STUDENTS ATTENDING BOTH HEALTH AND FINANCIAL EDUCATION** are tested in our community centers.
- **MENTORS** met in Košicka Belá for two days.





## CALENDAR

### JULY

- **WE ORGANIZED A SUMMER CAMP FOR CHILDREN.** It took hours of work, phone calls, meetings and consultations.
- 
- **EID AL FITR - CELEBRATION OF THE END OF RAMADAN** was carried out in ETC.
- **MY OWN COMPANY** was a five-day course in cooperation with Junior Achievement and was attended by twelve children from Velká Ida. The reward was a certificate and a group barbeque.
- We organized a **TRIP TO KOŠICE** for clients from ETC Humenné.
- The ETC clients enjoyed **NAVIGATING ON LAKE ZEMPLÍNSKA ŠÍRAVA.**





## CALENDAR

### AUGUST

- The 2016 summer camp academy titled **“CAPABLE CHILDREN”** spanned five days full of entertainment, lessons, sports and involved forming new friendships.
- **AT CAMP ČHAVORENGE IN THE CZECH REPUBLIC**, Patrik Turták and Tomáš Hada from Rankovce **MET WITH IDA KELAROVA** and chorus singers.
- Mentored children from Velká Ida **WON FIRST PLACE IN THE PHOTO COMPETION TITLED “MINORITIES IN SLOVAKIA ON PICTURES”**.
- **CHILDREN FROM THE ROMA NEIGHBOURHOOD** in Podsadek **STUDIED PHOTOVOICE**.
- **TWO ETP STAFF MEMBERS ATTENDED THE WORKSHOP, “MY FIRST SCHOOL”**.
- **OLYMPIC GAMES - RIO - RANKOVCE** 2016 gave children from the community center in Rankovce an opportunity to show their sporty and fair spirit.
- **KINETIC WORKSHOP** with three volunteers from Prague lasted eight days in Velká Ida.





## CALENDAR

### SEPTEMBER

- **THREE YOUNG CHILDREN RE-ENTERED OUR PRE-SCHOOL CLUBS.** These pre-school clubs currently have sixty children enrolled, aged three to six, of which there are 29 in Rankovce, 18 in Podsadek and 20 in Veľká Ida.
- In Rankovce, a carnival was organized at the beginning of the school year and 85 children delighted in the festivities.
- **The FIE SCHOOL CLUB** opened again in Rankovce, Starej Ľubovňa - Podsadek and Veľká Ida.
- The first six Roma children from the settlement, Podsadek, enrolled in the newly integrated **ELEMENTARY SCHOOL IN THE CITY OF STARÁ ĽUBOVŇA**
- Three children from pre-school club in the community center Veľká Ida excitedly entered **the first grade.**
- **ADULTS** of the children who attend the **CLUBS HAVE BEGUN TO ENGAGE IN AN ATTRACTIVE ACTIVITY.** They meet once a week in all community centers under the leadership of Božena Tokárová who is very creative and parents like her very much..
- **WE HAVE TWO NEW GRADUATES** from Veľka Ida entering high school this year.
- **WE HAVE TWO STUDENTS FROM RANKOVCE**

**AND TWO STUDENTS FROM VEĽKÁ IDA in high school in Košice.** Entering the third year of high school in Rankovce and another third year student in high school in Veľká Ida.

- **EID AL ADHA'S HOLIDAY** was remembered by clients in ETC.
- **THREE ETC CLIENTS** went fishing on the Brest Lakes.
- **WOMEN ARE KNITTING CLOTHES** in the workshop organized by NGO In Minoritas, which runs Lucie Sameľová in the Rankovce community center.
- **LOCAL MENTORS AND COMMUNITY CENTER STAFF** met for the second time.







### OCTOBER

- The **ONLINE MENTORING** program, **CAPABLE CHILDREN STARTS**. On [www.schopnedeti.sk](http://www.schopnedeti.sk) and on Facebook appears the first video of testimonies of personalities that support our successful programs. During the first month, 24 people interested in distance mentoring of capable children from Roma settlements were registered.
- Children from Rankovce were competing for the whole month in the **ART COMPETITION "I CLEAN THE ENVIRONMENT, I WANT TO LIVE IN A CLEAN VILLAGE"**. Fifth grade student Lukáš Hada won 3<sup>rd</sup> place.
- **THE FIRST BLOG** in the **SME NEWSPAPER WAS RELEASED** as a result of collaborating on the LEAF's Expert Volunteer Project. Blogs were written to the end of the year and had high readings.
- **MEMORANDUM WITH THE CITY OF KOŠICE** regarding our assistance to socially disadvantaged inhabitants of the City of Košice was signed.
- **SUPPORT AND RESTART WHILE WORKING WITH CHILDREN FROM MARGINALIZED COMMUNITIES** - so we called an ETP team meeting with Janette Mazini-Motlová, the author of the book, Cigánka (Gypsy woman).
- **THE BAND FROM THE COMMUNITY CENTER IN VEĽKÁ IDA** participated at the competition titled "Singing without Borders".
- **THE CLAY WORK WAS THE CONTENT OF THREE CREATIVE WORKSHOPS IN ETC.** In collaboration with the Annogallery Civic Association, candle

making was quite popular.

- **THE THEATRICAL GROUP OF the RANKOVCE COMMUNITY CENTER** took part in a reunion meeting in Herľany.
- **HALLOWEEN WAS FUN WITH CARVED PUMPKINS.**

### **SME** blog

## The 8 surprising things I learned at the Roma children camp

08/08/2016

It is our duty to really listen to those with whom we converse in the pubs and to always be alert to hidden prejudices we may harbor which may surface in casual conversation, whether Roma or Non-Roma.

Last week I took part in Camp Capable Children - Summer Academy without Prejudice in Vyšné Ružbachy where I met 48 children and 10 leaders. Children from three settlements: Veľká Ida, Rankovce and Stará Ľubovňa. Leaders of the camp work as social workers in community centers in these Roma settlements. The entire project was co-ordinated by the non-profit organization ETP Slovakia. I took part in the camp as a volunteer and I prepared a few media activities for the kids.

1. **Children like others**
2. **Love your neighbor as yourself.**
3. **Slovak and Roma as foreign languages to opposite speakers**
4. **Children should enjoy themselves and dance as if tomorrow will never come**

<sup>48</sup> <http://bit.ly/2rsTMil>

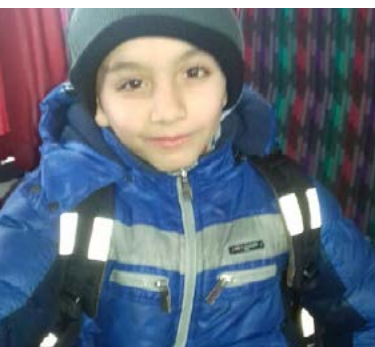
<sup>49</sup> <http://bit.ly/2s8Bj6T>; <http://bit.ly/2s8JCjc>; <http://bit.ly/2r86KPE>;



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Sídlo spoločnosti: Fúra s.r.o.  
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Služobná adresa: Fúra s.r.o., Hrabovská, 110 01, Košice



## CALENDAR

### NOVEMBER

- **COLLABORATION WITH RESEARCHERS AT THE CHARLES UNIVERSITY IN PRAGUE** was presented at the Conference in Bratislava: Effects on Cognitive, Language and Mathematical Performance.
- **DO WE EDUCATE CHILDREN FAIRLY?** - Presentation at the international conference organized by the Public Defender of Rights.
- **FIE IN THE EDUCATION OF PUPILS FROM MARGINALIZED ROMA COMMUNITIES**, for the third time at a seminar in Bratislava.
- **THE DAY OF RESPECT TO ELDERLY PEOPLE WAS COMMEMORATED BY CHILDREN OF RANKOVCE WITH THE PRODUCTION OF GIFTS FOR GRANDMOTHERS AND GRANDFATHERS.**
- **AUSCHWITZ WAS VISITED BY MENTORED CHILDREN FROM RANKOVCE.** The idea for a trip was created on the New Horizons after reading the fable of the Soldier and Horse. From the abuse of animals, we have progressed through the theme of harm to the defenseless people during Roma Holocaust.
- **A THREE-DAY WORKSHOP FOR THE EXCHANGE OF EXPERIENCE, ANALYSIS, SUGGESTIONS AND RECOMMENDATIONS FOR FOR REVISING THE STRATEGY OF A COMPREHENSIVE SOLUTION TO THE SITUATION IN THE SETTLEMENT, LUNÍK IX.**
- **WE HAVE GAINED THE FIRST PRIVATE CORPORATE SPONSOR FROM SLOVAKIA.**
- **ETP IN THE MOOC4EU PROJECT.**
- **THE CHILDREN FROM ETC ALSO TOOK PART IN THE SOCCER TOURNAMENT** at Koškovce Elementary School.
- **OUR INTERACTIVE BOARDS** already functional in all pre-school clubs in community centers.





## CALENDAR

### DECEMBER

- **BOLLARDS CAPABLE CHILDREN** visited Bratislava.
- **EXCURSION TO THE CARPENTER WORKSHOP** in Belá nad Cirochou was made by ETC clients.
- **WE WROTE THE LETTER TO THE PRIME MINISTER** and we suggested he might be inspired by our positive experience in Roma integration.
- **HOUR OF CODE WAS ATTRACTIVE ALSO FOR THE CHILDREN FROM OUR COMMUNITY CENTERS**, who joined to the millions of children around the world who are celebrating computer science.
- **ETC CLIENTS MADE AGAIN THE TRIP TO KOŠICE.**
- **SAINT NICOLAUS** visited all community centers.
- **NEW TOYS FOR CHILDREN** came to all community centers.
- **AT the KOŠICE CHRISTMAS MARKET** we were in the US Steel stand, where we offered attractive small Christmas gifts made by our children. We also provided information about our online mentoring program, "Capable Children".
- **OUR ETP TEAM HAD OUR ANNUAL CHRISTMAS PARTY IN KOŠICKÁ BELÁ.**



<sup>50</sup> <http://bit.ly/2raz451>



## 8. PARTNERS AND DONORS



- Art-Active (Romania)
- Authorized Training Centre of Reuven Feuerstein's Instrumental Enrichment at the Department of Psychology, Faculty of Education, Charles University (Czech Republic)
- Brestenská Eva
- Cakov Municipality
- Carpathian Foundation
- Central Office of Labour, Social Affairs and Family of Slovak Republic
- Charlie Karlín (Czech Republic)
- Číž Municipality
- Conservatory on Exnárová Street No. 8, Košice
- Council of Europe Development Bank
- Day2 International (United States of America)
- Department of Psychology, Faculty of Education, Charles University (Czech Republic)
- Dramatic Adventure Theatre (United States of America)
- Drňa Municipality
- Education, Audiovisual and Culture Executive Agency of European Commission (EACEA)
- Embassy of the United States of America in Bratislava, Slovakia
- Equity Civic Association
- Evangelical Church of the Augsburg Confession, Rankovce
- Faculty of Law, University of Pavol Jozef Šafárik in Košice
- Feuerstein Institute (Israel)
- For A Better Life Civic Association
- Friedrich Ebert Stiftung, Slovakia
- Generali Insurance
- Habitat for Humanity International
- Heineken
- Hollen Ltd.
- Hodejov Municipality
- Humanitarian Programme of the Church of Jesus Christ of Latter-day Saints
- Islamic Foundation in Slovakia
- Istropolitana Ogilvy Junior Achievement Slovakia
- Jesenské Municipality
- Kindergarten in Rankovce
- LEAF
- Lipčák Andrej
- Little Lane
- Migration Office of the Ministry of Interior of the Slovak Republic
- Ministry of Education, Science, Research and Sport of the Slovak Republic
- Ministry of Interior of the Slovak Republic
- Ministry of Labour, Social Affairs and Family of the Slovak Republic
- MIRET Civic Association
- MUS-E (Italy)
- Office of Labour, Social Affairs and Family in Košice
- Office of Labour, Social Affairs and Family in Stará Ľubovňa
- Ostrovany Municipality
- Orange Foundation
- People in Need Slovakia
- Pontis Foundation
- Primary School Herľany
- Primary School Podsadek
- Primary School Veľká Ida
- Rankovce Municipality
- Red Cross Slovakia
- Roma Education Fund
- Šimonovce Municipality
- SOCIA Foundation
- Sociálny Prešov
- Sons-Croisés (France)
- Swiss-Slovak Cooperation Programme
- T-Systems Slovakia
- Technical University in Košice
- The Mosaic Art and Sound (Great Britain)



- The Town of Stará Ľubovňa
- The Velux Foundations
- UNHCR – The Office of the United Nations High Commissioner for Refugees
- Union of Women Slovakia
- Union Romani (Spain)
- U. S. Steel Košice Foundation
- Veľká Ida Municipality
- Veľký Blh Municipality



## 9. PEOPLE IN ETP SLOVAKIA



### EXECUTIVE BOARD

Vladimír IRA, *Chairman*  
Thomas GREY, *Member*  
Graham JEFFS, *Member*

### SUPERVISORY BOARD

Milena BUKSÁROVÁ, *Member*  
Arpád LÖRINZ, *Member*  
Katarína ŠTOFANOVÁ, *Member*

### ETP OFFICE IN KOŠICE

Slávka MAČÁKOVÁ, *Director*  
Michaela CSALOVÁ, *Deputy Director*  
Lenka ORSÁGOVÁ, *Education Programme Coordinator, Programme Director since 1.3.2015*  
Ludmila STAŠÁKOVÁ, *Social and Economic Integration Coordinator*  
Eva ZELIZŇAKOVÁ, *Housing Programme Coordinator*  
Monika DOĽAKOVÁ, *Administrator*  
Mária GEDEONOVÁ, *Psychologist*  
Beáta HYBAČKOVÁ, *PR Manager*  
Ondrej KOVÁČ, *Financial Manager*  
Peter PELÁK, *Construction Coordinator*  
Zuzana RÉVÉSZOVÁ, *Criss-Cross School Club Supervisor since 1.9.2015*  
Monika SINUOVÁ, *Supervisor of working with parents since December*  
Soňa SOLÁKOVÁ, *Assistant to the Research Coordinator*  
Božena TOKÁROVÁ, *Supervisor of working with parents since September*  
Lenka CZIKKOVÁ, *Project Coordinator, on maternity leave*  
Gabriela JACKOVÁ, *Analyst, on maternity leave*

### COMMUNITY CENTER RANKOVCE

Mária MIŠČÍKOVÁ, *Community Center Leader*  
Dana KUBÍNYOVÁ, *Special Pedagogue*  
Monika BEŇOVÁ, *Assistant to the Community Center Leader, Mentor and Tutor*  
Mírón DUDA, *Assistant to the Community Center Leader, Mentor and Tutor until June 2016*  
Marta ŠIŠKOVÁ, *Assistant during tutoring and extra-curricular activities since 1.5.2015*  
Lucia SAMELOVÁ, *Local Assistant*  
Ľuboslav BEŇO, *Mentor*  
Miroslava ČEREVKOVÁ, *Mentor and Tutor*  
Alena SMYKALOVÁ, *Cooperation during realisation of FIE and Criss-Cross Clubs*

### COMMUNITY CENTER STARÁ ĽUBOVŇA

Peter GOMOLÁK, *Community Center Leader*  
Soňa PAVLOVSKÁ, *Special Pedagogue*  
Lukáš BUŽO, *Assistant to the Community Center Leader, Tutor*  
Mária HAVRANOVÁ, *Mentor*  
Radoslav MASLÍK, *Mentor*  
Mária MATISOVÁ, *Mentor*  
Slavomír STRAKULA, *Mentor*  
Magdaléna BAČOVÁ, *Tutor*  
Slavomíra GRIBOVÁ, *Cooperation during realisation of FIE and Criss-Cross Clubs*  
Anna HRICEŇAKOVÁ, *Teacher in Criss-Cross Club*  
Tatiana JARABINSKÁ, *Teacher in FIE Club*  
Anna TVRDÁ, *Teacher in Criss-Cross Club*

### COMMUNITY CENTER VEĽKÁ IDA

Lucia LUČAIOVÁ, *Community Center Leader, Mentor*  
Vladimíra FORTUNOVÁ, *Special Pedagogue, Tutor*  
Martin BALOG, *Assistant to the Community Center Leader*

Veronika BROŽOVÁ, *Assistant to the Community Center Leader, Mentor*  
Jozefína JANOVÁ, *Local Assistant*  
Gabriela VALENTOVIČOVÁ, *Local Assistant since 1.10.2015*  
Antoine DeHERTOG, *mentor*  
Monika TIRPÁKOVÁ, *Tutor*  
Stela HAJDUČEKOVÁ, *Tutor*  
Lenka SOPKOVÁ, *Mentor*  
Gabriela SANDOROVÁ, *Mentor since 7.9.2015*  
Martina FILICKÁ, *Mentor since 7.9.2015*  
Irena FEDOROVÁ, *Mentor*  
Terézia BESTERCIOVÁ, *Cooperation during realisation of FIE and Criss-Cross Clubs*  
Jana FEČKOVÁ, *Teacher in Criss-Cross Club*  
Natália PILIPČUKOVÁ, *Teacher in FIE Club*

#### EVACUATION TRANSIT CENTER IN HUMENNÉ

Vladimír NESRSTA, *Coordinator*  
Miroslava MIHOKOVÁ, *Deputy Coordinator, on maternity leave*  
Alena KNIEŽOVÁ, *Administrator and Teacher*  
Alexandra FAJFEROVÁ, *Preschool Teacher*  
Matúš FLIMEL, *Teacher in School Club*  
Miriam KNOLL, *Teacher in School Club*  
Sandra PALENČÁROVÁ, *Teacher in School Club*  
Ingrid MIŠKOVÁ, *Teacher in School Club*  
Katarína GABAJOVÁ, *Social Worker*  
Jana HRMADOVÁ, *Social Worker*  
Michal KARAS, *Social Worker*  
Dáša LUKÁČOVÁ, *Social Worker*  
Štefánia MIKOVÁ, *Social Worker*  
Michal PARNICA, *Social Worker*  
Zdenka RABATINOVÁ, *Social Worker*  
Vladimír SKOUPIL, *Social Worker*  
Jozef ŽIPAJ, *Social Worker*  
Mária GEDEONOVÁ, *Psychologist*  
Alena KOSTELNÍKOVÁ, *Psychologist*  
Olga KOSTELNÍKOVÁ, *Psychologist*

Dawood KHWAJA, *Doctor*  
Peter POLAKOVSKÝ, *Paediatrician*  
Alica KOLESÁROVÁ, *Nurse*  
Ján KRAVEC, *Nurse*  
Liban Ahmed ABDI, *Interpreter*  
Abdulfatah Mussa ABDULAH, *Interpreter*  
Ali Mohamed ABDURAHMAN, *Interpreter*  
Abdi Abdirahman AHMED, *Interpreter*  
Faisal Jeilani MOHAMED, *Interpreter*  
Andirashid Ali SHIRE, *Interpreter*

#### STUDENTS OF PSYCHOLOGY COOPERATING IN RESEARCH

Michaela Antoňáková  
Jana Balaščáková  
Marta Bertová  
Lucia Stahovcová  
Zuzana Šašalová

#### ASSOCIATES IN THE MUNICIPALITIES INVOLVED IN THE SAVINGS AND THE MICROLOANS PROGRAMME

Cakov	Karol BARI, <i>Mayor</i>
Číž	Klára TURISOVÁ, <i>Municipal Employee</i>
Drňa	Miroslav MOLNAROVÁ, <i>Municipal Employee</i>
Hodejov	Magdaléna CSENEOVÁ, <i>Registrar</i>
Jesenské	Margita HRONCOVÁ, <i>Community Worker</i>
	Daniela BODOVÁ, <i>Municipal Employee</i>
Moldava nad Bodvou	Irma HORVÁTHOVÁ
Ostrovany	Cyril REVÁK, <i>Mayor</i>
Šimonovce	Štefan BALOG, <i>Field Social Worker</i>
Veľký Blh	Monika SENDREIOVÁ, <i>Field Social Worker</i>



<b>PROFIT AND LOSS STATEMENT 2016</b>			
<b>Revenues</b>	<b>Activities not subject to taxation</b>	<b>Activities subject to taxation</b>	<b>Total</b>
Revenues from Provided Services	0 €	0 €	0 €
Contributions from Other Organizations	1 299 464 €	0 €	1 299 464 €
Contribution from Individuals	4374 €	0 €	4 374 €
Interest	11 €	0 €	11 €
Other Revenues	0 €	0 €	0 €
<b>Total</b>	<b>1 303 849 €</b>	<b>0 €</b>	<b>1 303 849 €</b>
<b>Expenses</b>			
Material and Energy Consumption	66 385 €	0 €	66 385 €
Services (Travel Cost)	18 946 €	0 €	18 946 €
Other Services	188 842 €	0 €	188 842 €
Staff Costs	801 042 €	0 €	801 042 €
Taxes and Fees	75 €	0 €	75 €
Depreciations	787 €	0 €	787 €
Credits	0 €	0 €	0 €
Other Expenses	803 €	0 €	803 €
Representation Expenses	0 €	0 €	0 €
Contributions to Individuals	0 €	0 €	0 €
<b>Spolu</b>	<b>1 076 880 €</b>	<b>0 €</b>	<b>1 076 880 €</b>
<b>Hospodársky výsledok</b>	<b>226 969 €</b>	<b>0 €</b>	<b>226 969 €</b>

## BALANCE SHEET

<b>Balance sheet 2016</b>	
<b>Assets</b>	
Tangible Fixed Assets	18 676 €
Financial Assets Cash	351 €
Financial Assets Bank Accounts	530 850 €
Long-term Receivables	191 600 €
Short-term Receivables	719 €
<b>Total</b>	<b>742 196 €</b>
<b>Liabilities</b>	
Registered Capital	33 493 €
Profit or Loss from Current Accounting Period	635 489 €
Short-term Reserves	0 €
Short-term Trade Payables	7 091 €
Obligations towards Employees	36 480 €
Tax Liabilities	4 325 €
Liabilities Related to the Financial Obligations to the State Budget	0 €
Settlement with the Social Insurance Company and the Health Insurance Companies	22 829 €
Accrued Revenues	2 290 €
Other Funds	199 €
<b>Total</b>	<b>742 196 €</b>
Microloans repaid by the clients in 2015	8 050 €
Microloans provided to the clients in 2015	22 459,30 €

## GRANTS AND CONTRIBUTIONS

<b>Grants and Contributions 2016</b>			
<b>Grants</b>	<b>Amount</b>	<b>Other Financial Contributions</b>	<b>Amount</b>
Swiss-Slovak Cooperation Programme	33 159,48 €	Contribution of Natural persons	6 949,78 €
United Nations High Commissioner for Refugees	619 346,89 €	Orange Foundation	3 478,69 €
The VELUX Foundations	434 676 €	Contributions from the Office of Labour, Social Affairs and Family	18 021 €
Hollen Ltd.	140 000 €	2%	1 508,79 €
Ministry of Interior of Slovak Republic	6 000 €	Contribution of Legal persons	588,06 €
Executive Agency for Education, Audiovisual and Culture	7 012,55 €	From the People to the People	2 355 €
Charlie Karlín	5 984,64 €	U. S. Steel Foundation	1 145,55 €
Carpathian Foundation	13 570,55 €	Pontis Foundation	840 €
Friedrich Ebert Foundation	9 200,64 €		
<b>Total</b>	<b>1 303 837,62 €</b>		



## 11. INDEPENDENT AUDITOR'S REPORT

### INDEPENDENT AUDITOR'S REPORT

To the founders and statutory board of civic association **ETP Slovakia – Centre for Sustainable Development**

#### Audit report

##### Opinion

We have audited the financial statements of civic association ETP Slovakia – Centre for Sustainable Development („Association“), which comprise the balance sheet as at December 31 2016, and the income statement for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the civic association ETP Slovakia – Centre for Sustainable Development as of December 31 2016 and the results of its operations for the year then ended in accordance with Accounting Act, No.431/2002, as amended („the Accounting Act“).

##### Basis for Opinion

We conducted our audit in accordance with International Standards on Auditing (ISAs). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Association in accordance with the requirements of Act No. 423/2015 of Statutory audit and with amendments of Accounting Act No. 431/2002 as amended („Statutory audit act“) related to the ethics, including the Code of Ethics that are relevant to our audit of the financial statements and we have fulfilled our other responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

##### Responsibilities of Management

Management is responsible for the preparation of the financial statements in accordance with Slovak Accounting act, and for such internal control as management determines is necessary to enable the preparation of financial statement that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Association's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Association or to cease operations, or has no realistic alternative but to do so.



#### Auditor's Responsibilities for the Audit of the Financial Statements

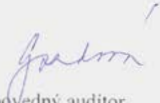
Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with ISAs will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with ISAs, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Association's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management. Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Association's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Association to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

Košice, Popradská 64, 30 May 2017

Audítorská spoločnosť  
AUDITCON SLOVAKIA s.r.o.  
Licencia UDVA č. 398

  
Zodpovedný auditor  
Ing. Eva Gazdová  
Licencia SKAU č. 628

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