



### 1. Local context of scheme's implementation

Place of implementation	School, town...: <b>Centre of Adult Education (C.E.A. Peñafiel)</b>		Contact : <b>Centro de Educación de Adultos de Peñafiel C/ Matadero 6 47300 Peñafiel (Valladolid) Tel : 983 88 00 54 Fax : 983 88 00 54 Correo : <a href="mailto:depena1@centros6.cnice.mecd.es">depena1@centros6.cnice.mecd.es</a></b>		
Project coordinator	Surname, first name: <b>Redondo Madrazo, M<sup>a</sup> Consuelo</b>		Position: <b>Headmaster and teacher</b>		
Project initiator	Member of management team: <b>Yes</b>	Teacher or other: <b>Yes</b>	Beneficiary member of target group: <b>16-year-old &amp; older Roma/Gypsy women who are in charge of their families.</b>	Other (give details): <b>Social workers involved in the Roma/Gypsy population welfare programme of the town council.</b>	
	Beneficiaries		During compulsory schooling:		
		Number of boys:		At the end of compulsory schooling: <b>1</b>	
		Number of girls: <b>20</b>		During the 18/25 year period: <b>4</b>	
		Total number of beneficiaries: <b>20</b>		After 25 years of age: <b>15</b>	
Number development	After 1 year :	After 2 years:	After 3 years :	After 4 years :	
	<b>19 women</b>	<b>22 women</b>	<b>24 women</b>	<b>20 women</b>	

### 2. Scheme description

Aims	<ul style="list-style-type: none"> <li>▪ To improve their self-appraisal and self-confidence, attaching value to the role of Roma/Gypsy women within their culture;</li> <li>▪ To promote their social integration;</li> <li>▪ To gain and keep basic knowledge enhancing the relevance of their children's and their own education;</li> <li>▪ To gain access to new learning aimed at getting their professional integration;</li> <li>▪ To be conscious of their own customs and traditions, as well as of those of other population groups, showing respect and tolerance to multiculturalism;</li> <li>▪ To develop health and body care habits both for themselves and their children;</li> <li>▪ To take part in group activities on a constructive, responsible and caring behaviour;</li> <li>▪ To find a satisfactory solution to their basic needs.</li> </ul>			
Partners	Internal partners: <b>The teachers at the Centre of Adult Education</b>		Outside partners: <b>Social workers involved in the Roma/Gypsy population welfare programme of the town council</b>	

Scheme description	<ul style="list-style-type: none"> <li>▪ <b>Two-hour lessons once or twice a week (groups of 6-10 students);</b></li> <li>▪ <b>Lessons divided into two parts : -Theory: Teaching of basic literacy/gaining basic knowledge; culture, health and hygiene habits and child care learning.</b> -Practice: handicraft workshop, computer practice.</li> <li>▪ <b>Activity coordination by the social workers</b></li> <li>▪ <b>Attendance control by the social workers</b></li> </ul>		
Means	Staff:	Internal:	Teachers of the Peñafiel Centre of Adult Education of (C.E.A. de Peñafiel).
		Outside personnel:	Social workers involved in the Roma/Gypsy population welfare programme of the town council ; childminder to look after the students' children.
	Material:	C.E.A. Peñafiel resources.	
	Financial:	Ministry of Education and Science.	Financial partners: Roma/Gypsy population welfare programme funds of the Peñafiel Town Council (subsidized by the Regional Government Management Office for Social Services).
Results hoped for	Qualitative: <b>To accomplish the goals.</b>	Quantitative:	
Actual results	Qualitative: <b>Goals accomplished but making slow progress.</b>	Quantitative:	

### 3. Scheme assessment

Which elements helped the scheme implementation ?

For beneficiaries: <b>Progressive interest increase on the part of the students regarding their own and their children's schooling.</b>	For teachers or others:	For partners: <b>The great interest shown by the social workers regarding their collaboration and the implementation of the programme.</b>
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What obstacles were encountered and how were they dealt with ?

Obstacles: <b>Absenteeism, lack of motivation, dependent relatives (little children).</b>	Solutions: <b>-Setting up of a handicraft workshop (during the last 30 minutes of every lesson, thus enhancing motivation and helping the expression of experiences and achieving a change of attitude; -Hiring the services of a childminder to allow students to attend the lessons together with their younger children.</b>
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What is the overall assessment of the scheme ?

Strong points <b>-Means of gaining new knowledge for women who left school at an early stage or who did not attend school regularly; -Enlargement of their social relations and current activities; -Interethnic social relation between students and the entire education community.</b>	Weak points <b>-The heavy family "burden" makes it difficult for students to attend the lessons; -Some women in the group are still underestimated and dominated by men.</b>
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### 4. Outlook

Is the project being:	implemented locally?	<b>Yes</b>	
	applied to other place?		<b>No</b>
	Which?		
	extended on a nationwide scale?		<b>No</b>
	transferable to other target group?	<b>Yes</b>	
Has the project generated other needs? <b>No</b>			
	What are they?		

Has the project created problems?		<b>No</b>	
What problems?			
For information purposes, can this project be of interest for:			
	Young people terminating compulsory schooling?	<b>Yes</b>	
	Young people who have just left the school system?	<b>Yes</b>	
	Young adults?	<b>Yes</b>	
	Adults as a mean of professional insertion?	<b>Yes</b>	