



COMENIUS REGIO PARTNERSHIPS
FINAL REPORT
for Partnerships approved in 2012
(grant agreement period 1.08.2012 – 31.07.2014)

Please send this report to your National Agency, duly completed and signed by **30 September 2014**. This report is your request for payment of the balance of the grant. If you want to know how your National Agency will calculate your final grant amount, please refer to General Conditions and Annex IV of your grant agreement.

The questions in **part A** and the Publishable summary report in **part C** concern the **Partnership as a whole**. The participating institutions should agree together on the content of these sections. **Part B** concerns the **individual participating region**.

PLEASE READ CAREFULLY THE "GUIDANCE NOTE ON COMENIUS REGIO PARTNERSHIP REPORTING 2012 – FOR BENEFICIARIES" ACCOMPANYING THIS FORM BEFORE COMPLETING THE FINAL REPORT

General information

Grant Agreement Reference No.:	
Comenius Regio Partnerships 2012 -1-RO1-COM13-22670 2	
Partnership project title: Help Educate All Roma (people) Together - H.E.A.R.T	
Your organisation is:	Coordinator Sue Mutter, London Borough of Redbridge
Partner Region 2	Partner Silviana Cioceanu, Braşov, Romania
Name of your organisation [beneficiary]: London Borough of Redbridge, Children's Services	
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Your country/region: **London**

Your partner region main organisation [beneficiary]: School Inspectorate Brasov

Partner country/region: Brasov, Romania

Have any of the organisations involved in the project withdrawn or been added? If so, please specify its details and explain the reasons for the changes.

Yes

Woodlands Infant School had to withdraw from the project because with a change of leadership, the new Head teacher felt there was not capacity to engage in the HEART project as they had to focus on other fundamental teaching priorities.

Uphall Primary School were interested in joining the project as they had high numbers of Roma pupils and were keen to improve their teaching and learning strategies in relation to Roma pupils.

Redbridge Primary School became an associate partner for the duration of the project. Although they had no Roma pupils, they had Romanian pupils on roll. They were invited to become involved as there is a strong ethos of inclusion of all cultures and developing good practice in the school e.g. Whole school GRT assemblies and learning activities during GRTHM. The Assistant Head teacher and EMA Senior Leader colleague came on a mobility visit.

PART A (concerning the Partnership project as a whole)

1. PARTNERSHIP OBJECTIVES AND RESULTS

1.1. Partnership objectives

<p>Please explain to what extent the objectives of the Partnership, as indicated in the application form (point C.2), were achieved?</p>	
<p>Objectives of the partnership</p> <p>The mobilities, or study visits enabled Redbridge and Braşov partners to:</p>	
<p>1.</p>	<p>To explore and share good practice on getting Gypsy Roma Traveller pupils to attend school. Through discussions with colleagues in our partner schools in Braşov we learnt that developing Roma pupil's attendance is a shared challenge. All partners gained a deeper understanding of the issues and developments in the Braşov schools such as providing school clothes, giving 'milk and bread' and employing a family liaison worker, often Roma, to engage with families and follow up non-attendance. Redbridge partners have used similar strategies to improve Roma pupil attendance; in Uphall some children have achieved 100% attendance. Strategies and ethos were also exemplified in a focused training session at Loxford SST, led by the Deputy Head teacher who shared their attendance approaches.</p>
<p>2.</p>	<p>To train teachers and support assistants in Redbridge and Brasov to ensure that they have high expectations of the achievements of Gypsy Roma Traveller pupils. The mobility visits enabled partners to experience each other's different styles and methods delivering training to staff. We attended joint training in the Braşov Teachers Centre (Roma Culture Awareness), in Redbridge in Loxford (Attendance & India partner project), Mayfield (Teaching strategies for EAL pupils), Uphall (Developing Reading, Teaching Phonics), Redbridge Primary (Learning with parents) and at Redbridge Teachers Centre (H.E.A.R.T What's Working – developing EMA Leaders practice joint delivery with Brasov partners. On one study visit, Redbridge teachers also had the opportunity to share online teaching resource sites with Maierus School class teachers</p>
<p>3.</p>	<p>To develop and share good practice in raising the achievement of Gypsy Roma Traveller pupils. We were able to learn first-hand about each other's education systems, teaching methods and teacher expertise by observing and participating in classroom learning. One distinct difference in practice is Redbridge monitors children on roll and achievement data by ethnicity and while our Braşov partners could talk knowledgeably about their children but accurate ethnic data is not recorded nationally. Redbridge and Brasov teachers also planned and prepared materials and activities which we shared with our partner schools and NGO's. As part of implementing effective good practice examples and strategies in our own settings, some of these resources were used in class teaching in Brasov and some in Redbridge. For example:in Braşov, Learning about London Power Point, word & picture matching and vocabulary game, in Redbridge making symmetrical folded paper</p>

	<p>Ladybirds in Mathematics. Other examples meeting the needs of Roma to improve pupils key competences especially learning English (speaking, reading, writing), building trust, development of parental engagement with school and the community, promoting high aspiration and raising achievement included Uphall Roma parent and child 'Fun reading workshops', the RECC Uphall based Community Forums, Loxford/Mayfield developed a Romanian cultural element to art and English 'Dracula' teaching after visiting Bran Castle and Mayfield also took practice seen during 'Learn more, Know more' and developed some cross curricular EAL learning outside the classroom 'In the Park'. Brasov partners took strategies about good behaviour for learning as models for their practice and Apata School developed parents learning with their children, providing an inclusive learning environment for pupils and parents in their school after observing Redbridge practice</p>
<p>4.</p>	<p>To explore good practice around transition issues. It is well documented that there is high drop out from school by Gypsy Roma Travellers. Redbridge has additional support systems (e.g. Education Welfare Service and Vulnerable Children's Officer) who are employed to follow up children who may not have transferred to a secondary school or between Key stages. From the beginning the H.E.A.R.T. project has facilitated communication between Redbridge H.E.A.R.T. partner schools, bringing them together as a close network so that when issues such as settling into their new secondary school arose for Uphall Roma pupils transferring to Loxford SST, they were quickly addressed by teachers and Senior Leaders working together to understand and support the students' needs. Redbridge partners were also able to understand the additional challenges Roma students in the rural schools faced when transferring school at fourteen. Brasov partner schools have increased numbers of Roma students achieving the required grades for transfer to high school and technical colleges. However these are mostly in Brasov itself and therefore the travel costs for families can be prohibitive. Drop out in Brasov is often exacerbated at age fourteen for Roma who are disadvantaged financially, despite these high schools and technical colleges having specifically identified places for Roma students.</p>
<p>5.</p>	<p>To develop the uses of ICT between the partners to improve inter-regional co-operation in education and to give pupils a real audience for their work. Developing the use of ICT between partners for the benefit of Roma students has not been the success we had hoped for. However the eTwinning webinar training was offered to all Redbridge participants on the mobilities. A Redbridge partners meeting focussed on signing colleagues on to our eTwinning project platform but later found that our Brasov colleagues could not access this. On the first mobility visiting the Brasov partner's rural schools, we found that they had limited ICT and access to it in classroom learning. Our Brasov partners were overwhelmed with the amount and quality of ICT equipment in Redbridge schools and the frequency of use within daily teaching and learning. We investigated if there were any possibilities at overcoming the IT challenges with Mayfield ICT department, who had experience of a partnership with a group of schools in South Africa. The most successful inter-regional ICT co-operation occurred through email and Facebook links.</p>
<p>6.</p>	<p>To produce guidelines on good practice and disseminate these</p>

widely within our two communities, including to parent groups and supplementary schools, nationally and internationally. Guidance and report materials have been collated and are being printed and published by our Brasov colleagues. We have disseminated our learning at conferences in Redbridge and Braşov, at the national Traveller NATT+ conference and through other local professional networks. We will continue to share our learning widely through available forums and publish the project report online on the Redbridge Networked Learning Community (RNLC) website.

1.2. Activities, Outcomes/Achievements of the Partnership

Please describe: i) the main activities and ii) results/outcomes of your Partnership project.

Collecting data by ethnicity

- Redbridge Local Authority and all its schools have for many years had secure tracking systems to monitor progress and attainment of all pupils by ethnicity. Data is collected on attendance, attainment and punctuality to ensure all pupils including Gypsy Roma Traveller pupils make good progress and achieve high standards.
- However the challenge remains in identifying Roma pupils and ensuring that the language and ethnicity of Roma pupils are ascribed accurately on entry to school. Currently Roma pupils are often hidden within other ethnic categories. Consequently this affects the accuracy of data on the number of Roma pupils on roll and hinders monitoring their achievement. Raised Roma ascription reflects pupils and families trust in the school, its welcoming attitude and inclusive ethos, encouraging pupils to have pride in their language and culture and feel safe at school. Across Redbridge there has been an increase in Roma ascription and in Loxford SST, there has been a positive step forward with Roma students openly acknowledging their ethnicity, where previously it had been hidden.
- In the Romanian education system pupils' successes are not monitored by ethnicity although each partner school and NGO could themselves identify their Roma and non Roma pupils and their achievements.
- In our Brasov partner schools, there was a significant increase in the numbers of Roma students achieving the expected grades at 14 years. This meant that they could transfer to the next level of secondary education at one of several technical colleges with specifically allocated places for Roma students. However low levels of parental expectations alongside limited access to finance, has resulted in many of these potential students not transferring to high school. The drop out level for Roma students is still a focus for our partners.

Visiting partner organisations has enabled us to:

- Experience first-hand the ethnically, linguistically and culturally diverse geographical regions and populations in both Brasov (city and rural areas) and Redbridge (Ilford) and how different communities contribute to the life in

<p>both Regions.</p> <ul style="list-style-type: none"> • Learn from each other's education systems, approaches to teaching methods and teacher expertise. We were able to explore how pupils are supported and implement effective good practice examples and strategies in our own culturally different settings. This included building trust between Roma families, pupils and schools, improving attendance, developing educational resources to improve pupils' access to the curriculum and competence in English, enriching the inclusive learning environment and increasing parental engagement through a reading project, coffee mornings and the RECC weekly drop-in sessions for parents. • Have a developed familiarity and understanding of Romanian and Roma schools and settings, needs and challenges and raised awareness of the European dimension in school curriculums, looking at the similarities and differences between our two education systems. From the outset there was a culture of openness between colleagues in Redbridge and with Braşov, where discussion and debate built on each other's knowledge and strengths. • Each visit had clear objectives and during each visit, time was set aside to assess and review the progress in our learning. Evaluations took place with both partner regions together and Redbridge partners as a group. • Have developed professional European exchange of knowledge and strategies and lasting relationships with our Braşov partner colleagues.
<p>Learning about Romanian and Roma culture has enabled us to:</p>
<ul style="list-style-type: none"> • Have raised cultural awareness of and empathy for Roma communities in Braşov in order to better understand the needs of this group and how best to meet the needs of Roma new arrival pupils in Redbridge schools. • Experience the economic crisis and hardships in Braşov County for the most vulnerable groups. This included high unemployment, social stigma and social exclusion issues. This has helped us in understanding the needs and situation of newly arrived Roma families and pupils living in Redbridge. • Have a developed understanding of the importance of Romanian and Roma culture and traditions that has helped to build community cohesion through the project. • Address issues of equality, fairness and inclusion of Roma as a priority aspect in Redbridge and partner schools, contributing to Roma pupils' increased confidence and raised aspirations.
<p>Meetings with educationalists, politicians and NGOs has enabled us to:</p>
<ul style="list-style-type: none"> • Speak directly with and inform Redbridge Deputy Mayor and School Improvement Team, Braşov County Ministers, village Mayors and Deputies, Headteachers, staff and NGOs about Roma children and families and the work of the project. • Develop the profile of our Roma project, raise awareness of the focus of the project work addressing the challenges faced by our Redbridge and Romania partners and have opportunities for questions, exchange of ideas and sharing practice. • Deepen our understanding of wider challenges for Roma in terms of

improving life chances for Roma Children and Young People, developing healthier communities and improving life expectancy, addressing education dropout among Roma teenagers and enskilling Roma for work.

- Develop a more strategic approach to the inclusion of Roma and raising achievement activities that are now taking place and will continue to develop in the schools, at Local Authority level and with RECC
- Widen participation and understanding amongst partner schools (including leadership teams - head, deputies, assistant heads and governing bodies), other LA schools and NGO's. This has raised the importance and support given to the project and engaged staff not involved in the mobility visits.

1.3. Distribution of tasks

Please describe the distribution of tasks between participating regions.

Liaising with project coordinator and regional partnership co-ordination

- Both project coordinators liaised through regular email correspondence, organising the visits, accommodation and planning the visit programmes.
- Both project coordinators established local networks for their project partners to provide initial information about the project, agree the objectives, discuss ideas, plan activities and training events in their schools.
- Mobility visit programmes were also planned with each region's team of partners, incorporating the outlined project activities. The first visits focused on getting to know our partners, by observing, participating in class learning or training and sharing activities and practice. The dissemination conferences in Redbridge and Braşov were the main focus for the last visits. Each visit built on the previous one and included any requests from partners.
- The Dissemination Conferences were planned by each region coordinator but developed from discussions and good practice examples experienced in partner regions. We also actively participated in each other's conferences.
- We held Professional development meetings in both partner regions, learning from each other, sharing practice together and planning for the report. Braşov partners also spoke at a national UK Roma network meeting.

Implementing related activities, organising dissemination and good practice guide

- The joint project logo was developed from a Redbridge Roma pupil's art work and was shared with Braşov partners who also felt the design represented our European partnership and the lasting impact of the project. The H.E.A.R.T. logo is made up of the national flag colours for the UK, Romania and the Roma Nation and has made a vibrant bold impact on all the printed project materials (posters, certificates, leaflets and report).
- Using the logo, Uphall pupils worked with Loxford art department to screen print H.E.A.R.T logo T-shirts for Crizbav school football team.
- Teachers from partner schools organised their classes to produce work to share with partner schools in the other region .For example, Uphall pupils were learn about their locality and what they saw and posted a selection of

'Through my Window' children's paintings to Maierus School and received some paintings in return when Brasov colleagues visited Redbridge.

- Redbridge also translated reading materials from English to Romanian for our Romanian partners to use and translated the Romanian English curriculum into English as part of Redbridge partners' research.
- Braşov partners printed the joint Brasov conference publicity, in Romanian and English, and are printing the final joint project report.

Managed Learning Environment

- Redbridge led the investigation of and setting up of an eTwinning platform from the UK. Some Redbridge staff with limited ICT skills joined webinars and an identified Redbridge partner set up our project site, passwords access and communication with the British Council. During mobility visits, partners from both regions investigated ICT possibilities in each other's areas. However developing the use of ICT between partner schools was not the success that was envisaged. The Braşov rural schools had limited ICT facilities and so we were not able to set up eTwinning as planned. We now plan to post the project report online via Redbridge Network Learning Community website, which can be accessed by any interested parties.

1.4. Cooperation and communication

Please describe how the cooperation and communication between participating regions and different actors in the project was organised.

Most of our Braşov lead partners spoke and wrote English well so communication was conducted in English, with the most fluent speakers interpreting conversations for Romanian and English partners during visits. However it was very beneficial when an Uphall staff member who spoke Romanian as well as English became part of the mobility visits to Braşov, and some events in Redbridge, and could fully interpret and translate for us. This was particularly valuable when we met and talked with the Brasov County Government Ministers, Brasov TV and Newspaper articles.

Email communication has been the primary way we have kept in regular contact. Initially this was between project coordinators and then after the first mobility when relationships were developed communication was also between individual teachers via emails and Facebook. Cooperation and communication has been very convivial between partner regions since the onset of the project and emails have always been friendly, questioning, informative and supportive and this is ongoing beyond the life of this project.

ETwinning – although Redbridge set up an eTwinning platform this has not a successful method for us to share project work, despite all our willingness and time given to this as stated before.

We tried several different ways of sharing physical resources as part of cooperation and communicating from a distance with our partner organisations and especially the children. The H.E.A.R.T. logo printed football team t shirts were successfully sent to Crizbav school by post and some A4 size paintings, sent by post from Uphall School were eventually received. However the return paintings from rural partner Maierus School did not arrive as expected. Swapping project resources was particularly successful when taken by partners as part of the mobility visits and

included children's letters, drawings, story books, crafts, toys and gifts.

1.5. Impact of the project

Please describe the impact of the partnership cooperation and its results on: i) the participating staff; ii) the participating institutions (local/regional institutions, schools, other organisations); iii) local community; iv) other target groups and institutions not participating in the partnership

i) Impact on participating staff *(responses taken from staff questionnaires)*

Staff have an increased understanding of Roma traditions, backgrounds, experiences and needs of Roma pupils.

“It made me appreciate how far our Roma kids have come and how well they are actually adapting in to our school community. And it made me proud of the achievements of our Roma pupils”.

“To be able to see where and how many of the Roma lived. I was better able to relate to my students' personal school issues and was able to discuss them”.

Staff also have an increased understanding of the Romanian education system, the similarities and differences and the expectations on Roma pupils.

“Schools were making a difference for their children with far less resources”.

*“Visiting the various schools, talking to teachers and meeting children. “
“Formal meetings and informal discussions with teachers and other staff involved in the project to find out more about the Roma community and culture.”*

Enthusiastic partnerships developed locally and between regions. Colleagues valued the discussions and learning from each other.

*“To spend time with my English colleagues and to plan and reflect together”
Excellent relationships developed with Brasov partners, it was good to meet staff wanting to share their experience and practice”.*

“Enthusiastic partnerships developed between LBR partner colleagues, discussions were all about what and how we were going to work together when we returned”.

“Discussions with the village mayors were informative about the community relations in the area and things being done to address exclusion of the Roma from civic participation”.

ii) Impact on participating institutions – *(responses taken from staff questionnaires)*

As a consequence of the visits, staff brought back different ideas and understanding which they shared with colleagues and put into practice.

“The formal meetings with the Romanian partners enabled us to better understand their work and the issues they face in meeting the educational needs of the Roma

children. Through question and discussion sessions we were able to discuss similar issues and issues particular to our localities. This continued during the informal events when working partnerships were strengthened and friendships were formed both within the UK team and across the partner teams”.

As the Redbridge partner schools and NGO hosted the Braşov visitors, their enthusiasm and commitment to the project grew, leading to a shared understanding and inspiring new practice.

“Excellent relationships developed with Brasov partners, it was good to meet staff wanting to share their experience and practice”.

“Schools were making a difference for their children with far less resources”.

The following are examples of how the schools and NGO changed practice as a result of the visits:-

Mayfield set up a lunch time jewellery club for Roma and non Roma students, creating an inclusive environment where Roma students could share their traditional skills in craft making. This led to increased confidence amongst the Roma students and acceptance within the school community. During a visit to Braşov an English teacher purchased Romanian language versions of texts used within the department and these have been used successfully by Roma and Romanian students in gaining a fuller understanding of the texts. A further outcome is that the department have purchased more texts in Romanian.

Uphall organised Roma parent and child reading workshops as part of developing home school partnerships. The workshops supported parents in reading with their child using Romanian traditional stories and introducing stories from within the school English curriculum. The use of a qualified Romanian speaking Learning Support assistant who had been on the visits to Braşov, was key to building understanding and confidence for parents and developing the relationship with the school. A book has also been developed which we aim to publish and disseminate with partners and beyond along with using Romanian picture dictionaries.

Loxford developed cross departmental links with the support of the project lead in the school between the English and Art departments, developing student artwork on Dracula linked to their reading of the book in English. Food technology initially engaged some of the Roma students in providing hospitality for the Braşov visitor's afternoon tea and this led to increased participation in other school hospitality events. As part of the school's project lead's extended schools brief, she also linked with Uphall Primary building partnerships to support the transition of Roma pupils through a breakfast reading club and hosting the Uphall pupils in making the project logo printed T-shirts. This has led to continued relationships between Loxford and Uphall Primary School.

Redbridge Primary embraced the project across the whole school through welcoming Braşov visitors into classrooms, sharing pupils' work between partners, corridor displays relating to Braşov and introducing Romanian resources. Although no Roma children have attended the school there are Romanian children. All the children in the school gained an understanding about Braşov, Roma and Romanian traditions and its geography which had a positive impact on the Romanian pupils in Redbridge Primary School.

RECC increased their understanding of how other NGO's work with Roma families and the issues that the families have and how they address them. As a consequence they produced a 'Myths Busting' Roma information pack and a supplementary immigration information paper which has been shared in Redbridge and with other relevant east London organisations. One RECC Forum evening focused entirely on Roma issues, with Roma community members as main speakers sharing their experiences and outlining issues. This raised awareness and understanding for all participants at the forum and promoted interested discussion.

iii) Impact on local community – (responses taken from questionnaires)

"The visits to the villages and the schools enabled us to gain an understanding of the communities, their economic status, their accommodation, their everyday lives and their aspirations and how they endeavour to meet those aspirations. There was a clearer understanding of how the different communities are moving forward together but also how individual and particular customs are celebrated and valued in order to maintain the unique identity of the different groups."

"To be able to see where and how many of the Roma lived. I was better able to relate to my students' personal school issues and was able to discuss them"

"Visiting really impoverished families felt intrusive and not in depth enough and it would have been better not to have a police car leading the visiting party. However on another visit going around in the horse and carts in Crizbav led to more natural and informal interaction with the community".

The European dimension of visiting Braşov has increased Redbridge partners' knowledge and understanding of the Romanian education system, Roma families and family life and traditions and the challenges facing them. They have used this knowledge within their own schools in Redbridge to inform ways of working with pupils and engaging with families.

iv) Impact on other target groups – (responses taken from questionnaires)

"The Roma Nation Day event in Săcele, Braşov was inspiring as the celebration of culture was so inclusive. Roma, Romanian and Hungarian traditional music, dance and culture was celebrated side by side and together by participating children and adults and a fully engaged audience of families, it was a privilege to be involved in this. The story, acted by Augustine students, about Roma and Romanian people learning to live together was particularly powerful and encouraging as it was addressing the stereotypic norm of Roma segregation".

"It was good to see regeneration of skills and work for the Roma community when we visited Viscri, the local church roof and building was being renovated and the Elderflower Cordial enterprise employed and trained Roma to be skilled workers. We also saw the transformation work that NGO F.A.S.T. has been doing for Roma children and families in Făgarăş, volunteers working alongside Roma developing and renovating homes and an after school building with children's rest bite facilities".

The European dimension of visiting Braşov has increased Redbridge partners' knowledge and understanding of the Romanian systems, Roma families and family life and traditions and the challenges facing them. Redbridge schools have used this knowledge to inform ways of working with pupils and engaging with families. For example Uphall Primary School worked with Roma and Romanian pupils to develop

a traditional Romanian Christmas concert for their parents. The parents were obviously thrilled to see their children perform and appreciated the schools focus on their cultural traditions, further cementing the links between home and school.

RECC have since submitted a bid for funding to set up and develop a project for Roma advocates, to support the Roma community in Redbridge. Through the project, it has been possible to meet new Roma adults who are able to act as translators/interpreters. These people have been introduced to the borough translating and Interpretation service so that they can be used to support schools and other council services.

1.6. European added value

Please describe the European added value of the project and explain how the project fostered and will foster in future the European cooperation in school education in the participating regions.

With regular mobilities throughout the project Redbridge was able to offer several partners more than one visit to Braşov. Their first visit raised awareness of Romania's education system, life style and different geographical environments. A second visit consolidated their understanding as participants felt familiar in the different settings. From this there was deeper questioning and sharing of practice gaining in depth European knowledge about Roma children's and families' backgrounds, experiences, culture and traditions. This was then disseminated back to their work place colleagues.

The impact for Redbridge Roma pupils in the project schools was palpable when the children knew their teachers had this European knowledge. The pupils showed increased confidence in talking about their home country and home backgrounds. Children and parents were proud to talk about Romania and were happy to acknowledge their Roma heritage with staff and other pupils where previously it was not mentioned. At the same time there has been increased participation in school activities and inclusive activities celebrating Roma and Romanian culture, skills and traditions and this in turn has led to more Roma pupil engagement with other staff and in their learning.

For many Redbridge staff, Roma and Romanian children in school were not ethnic groups or cultures with which they were familiar. Following each visit participants enthusiastically shared their positive European experiences and the knowledge they had gained with the next study visit group.

The development of a professional cluster of expertise and knowledge is of lasting value, sharing with and empowering others in their workplace and at networks about their European experience and learning about Roma and Romanian education.

2. EVALUATION AND MONITORING

Please indicate how you monitored and evaluated the progress and impact of the partnership project (e.g. regular evaluation sessions, questionnaires for participants, etc.) and what were the main conclusions and consequences of the monitoring and evaluation?

1. Regular project meetings were set up to plan, monitor and evaluate the progress of the project. As part of these network meetings the mobility visits to Braşov and Braşov to Redbridge were planned and evaluated.
2. An important outcome of the project meetings was the partnership that developed between the partner schools and NGO both in Redbridge and similarly also in Braşov. People worked together across each partner region that would not have had this opportunity without the project facilitating this.

(Evaluation comments taken from questionnaires)

“Teachers and schools need to understand the culture and background of Roma families to be able to develop strategies which will work effectively with students. What we have learnt must continue to be shared”

“Development of specific EAL teaching and learning resources”

“The importance of the involvement of other staff members such as Head of Year and Transition coordinator when planning, taking part in workshops or organising schemes of work.

“Experiences gained are to be shared using a whole school notice board”

3. **Mobility evaluation questionnaires** were given to participants and responses informed planning for the next visits as well as confirmed what went well and what participants had learned:

(responses taken from questionnaires showing what participants had gained from the visits)

“The poverty and the ground down feel of the actual Roma settlements. The lack of acknowledgement of a deeper problem of discrimination, inequality and prejudice, underpinning the problem of underachievement and engagement by Roma families.”

“The importance of schools building relations with the community, Roma parents and networks. This is crucial for building trust and therefore better attendance and engagement at school. But it also helps build mechanisms to support Roma adults and help them engage with the wider community as illustrated by engagement of Roma parents in the Community Forum and parent Fun reading workshops.

“The importance of celebrating Roma culture to give students pride in their identity rather than hiding it and only letting people know their country of origin.”

“Learnt new creative skills and discussed project ideas/teaching strategies with teachers.”

“Through my developed understanding I can provide better advice and guidance to Roma students, with GCSE option choices, based on their skills and capabilities.”

“Gained an understanding of post KS3 Romanian school system (college).”

4. **Redbridge pupil voice questionnaires** aimed to monitor students' perspective on life and learning in their school. The responses confirmed that Redbridge Roma students feel safe, settled and valued and have ideas about what they need, to support their progress, learning and achievement.

(responses taken from questionnaires showing what students felt about their school)

“More time in EAL, everything in English is more difficult in bigger classes.”

“I find other Romanians help me and I help them. I would like to be in a different

class (form) because some people are very silly and shout so it is hard to understand the work. If I was in Gabriella's class I would understand more."

"Pictures help me or asking a person in class to help me. By coming next to me and explaining to me 1-1."

Question - How do you know if your teacher is pleased with your learning/work?

Student A "The teacher will check. Sometimes merits. Teacher smiles."

Student B "She says well done, smiles and gives me merits"

5. **Redbridge parent voice** – Roma parents were asked to comment on the event or activity that they had attended e.g. coffee morning, Romanian Christmas celebration, and parent & child fun reading workshops. All parents' comments reflected their enjoyment in learning with their child or children. They liked helping their child, getting to know the school, and felt comfortable in school. A huge step forward in one primary school was that Roma parents learnt that their children enjoyed a wide range of activities and were safe during school outings when away from the family. Uphall year 6 Roma children have all attended a residential activity week which again reflects this change in attitude and participation.

(Parent feedback from the Fun reading workshops)

"I enjoyed it very much. It was good for the children and the parents as well, for the children's education."

"She (my child) enjoyed it and feels encouraged and more important."

"I have helped before with my older children. I know what I was going to do, to help my child."

"I go there (older child's school) often, I meet the teachers, and the teacher parent meetings, I help in a workshop and if I didn't understand my child told me, and told me what to do."

Other conclusions

We raised the profile of Roma students and improved attitudes towards them. Roma children were also more engaged in their learning when using bilingual resources.

We learned how important it was to find out about pupils background, the skills and learning experiences they may have had before coming to the UK. With this developed knowledge, the teachers could adapt their teaching and learning activities, drawing on the understanding gained from the visits:

- E.g. In Romania all children are taught handwriting as the first step to writing. Once children can write letters competently, they then progress onto writing words and sentences, rather than the emergent writing and mark making approach used in UK early years settings. All our Braşov partner schools had high expectations for hand writing and children were keen to show their skills. Redbridge partners took this writing knowledge back to their settings and raised expectations for Roma children learning to write or developing their writing.
- E.g. All the Braşov schools we visited used the natural environment in learning as part of drawing on traditional Romanian craft. Many of these skills formed part of the children's lifelong learning. Mayfield observed this style of learning and developed this by setting up a Design & Technology jewellery making lunch time club in their school. The EAL team developed a learning outside the classroom project, where year 7 students visited the local park as

part of their curriculum work, naming, describing and developing vocabulary through learning about their local environment.

- E.g. The Loxford Dracula art poster work was developed as a direct outcome from the photographs and experiences gained after Redbridge partners visited Bran Castle, the Transylvanian home of Dracula. In addition discussions about Romania and Romanian artists further increased students' engagement and participation in art lessons, discussions with staff and as a result students' personal confidence and art skills developed. Students produced quality art work.

We also learned that because Braşov school colleagues had very limited finance for purchasing resources, they used recycling to its full, with very little wasted as much could be reused. Similarly children were expected to bring their own pens and pencils to school to use in class, with the result that equipment was looked after and children did not 'lose' their pen or pencil! Redbridge colleagues took these ideas back to their schools and were less tolerant of pupils losing pens and pencils, to be ready to start lessons and also encouraging pupils to take greater care and be less wasteful.

3. DISSEMINATION AND USE OF RESULTS - SUSTAINABILITY

Please indicate how you have disseminated the results of your partnership at the European level?

At the European level both partners hosted dissemination conferences for colleagues in their own region and representative partners attended and participated in the delivery of outcomes at each other's conferences.

We are publishing a joint report about the project visits, the work carried out and its outcomes. Following the project report Redbridge partners will put together guidance with practice examples to share with all partners locally and in Brasov, Romania, with other Redbridge schools, across the east London network of EMA and Gypsy Roma Traveller education colleagues, as well as at a national level with NATT+ (National Association of Teachers of Travellers & other professionals).

Are there elements of the results and products of your partnership that could be used in other countries?

The report will be translated into Romanian and English so that the outcomes and good practice materials can be widely shared.

The products such as bought resources and specific activities that we developed can be shared and used by others. We plan to publish examples of good practice online through RNLC that can be accessed through the internet.

Do you plan to continue the partnership cooperation in future? If so, how?

We will continue cooperation and dialogue with our Brasov partners as the project has developed such positive relationships and outcomes.

We would also like to continue a project partnership in the future and have already discussed the possibility of applying for funding to promote Roma access to Early Years Learning both in Redbridge and Braşov.

4. PROBLEMS ENCOUNTERED

What problems did you encounter during the implementation of the partnership and how were they solved?

- In Redbridge despite the enthusiasm for the project and a willingness to engage, schools took time to develop a clear understanding of their role as a partner and how to engage in and initiate project activities in their own schools.
Solving this involved email updates and encouragement, regular focused meetings, frequent visits to partner schools or NGO to initiate ideas, to lead aspects of planned work or being involved in school based activities.
- All partners faced issues with their capacity to sustain the long term commitment required over two years, particularly the pressure of addressing equally important priorities alongside project requirements. For Redbridge schools planning for and welcoming the Braşov visitors during national examinations (SAT's tests and GCSE's) was additionally demanding for partners alongside normal teaching requirements and exam priority work.
Solving this meant organising planning meetings at Uphall Primary, which meant fewer staff had to travel between partner venues. At times it meant initial planning was with just a representative from each partner organisation and then emailing final decisions to everyone.
The project time line with agreed activities clearly laid out, provided a reference for staff to forward plan and avoid conflicting priorities.
- ETwinning – although Redbridge set up an eTwinning platform this did not work for us, despite all our willingness and time given to setting up the shared access (as already described 1.1.5 and 1.3.viii).
The solution has been, the length of the project that has enabled each partner area to make 5 visits and for some colleagues to visit on several occasions. This has enabled staff to interact more fully with our European partners and they have been able to develop intercultural friendships, in depth knowledge and experiences as part of their personal and professional learning. This has then impacted on their Roma children's learning here in Redbridge. As a consequence for the Braşov partners, the Head teachers now they meet regularly together, working with and supporting each other.
- During the life of the project, within Redbridge partner schools there have been changes to the numbers of Roma pupils on roll, with some schools

having falling numbers of Roma, however some of the challenges have remained i.e. some Roma pupils are not identified as such.

Addressing this, Redbridge's central data system records ethnicity as well as achievement of all pupils and regularly updates this information by school census. E.g. Uphall School began the project with data recording 40 Roma pupils on roll but by the end of the project there were only 20 Roma children ascribed. In Loxford School students are now more confidently identifying their Roma heritage within school, although the ascription data still needs to more fully reflect Roma ethnicity and the languages students speak. In Mayfield School the EMA lead has continued to support student induction procedures and ensures the Roma data is as accurate as possible. Despite the fall in Roma pupil numbers the schools continued to implement relevant interventions such as reading or phonic small group work to develop pupils' progress in English.

- Managing the budget. This was the first time that Redbridge as a local authority had managed a budget for a Comenius Regio project. Initial setting up required several meetings and dedicated time linking up with a variety of colleagues in finance in order to set up and authorise cost codes, budget spread sheets, cash advance requirements, payment for mobility costs and payment of invoices in Euros. In addition there were changes in staff managing the budget and new staff needed to be trained about managing the different mobility and non-mobility budgets.

To manage this as project coordinator I have kept a record of all mobility and non-mobility spending on separate spreadsheets and updated these regularly itemising costs and expenses. This has been useful to use as evidence of spent budget to cross reference with the new staff and particularly when any discrepancies arose between finance and the budget manager's accounts.

An additional financial difficulty arose when an invoice in Romanian Lei for the hotel for Redbridge participants in Braşov was identified by the hotel as being overpaid in Euros by Redbridge.

Solving this took several months of regular communication (emails/phone calls with the hotel and various Redbridge staff) identifying the irregularity on Redbridge's part, and then establishing the correct repayment route for the hotel and how to repay the amount. Good relationships with the hotel management and vigilance of the mobility account also made a difference to the budget problems being resolved successfully.

PART B (concerning your own region)

5. QUANTITATIVE DATA

A. Mobility: please indicate in the table below the **total number** of participants from your region involved in mobility:

Participation in mobility		
	Female	Male
Total number of people from regional or local authority	16	3
Total number of teachers / school education staff	16	2
Total number of pupils (<i>if any</i>)	N/A	N/A
Total number of representatives of other partners	0	1
Total number of representatives from organisations not directly involved in the project activities *	0	0
Total:	16	3
Out of these, people with special needs (<i>if any</i>)	0	0
Accompanying persons (in the case of mobility involving persons with special needs) (<i>if any</i>)	0	0

* Only if agreed previously with the NA

B. Topics: Please present in the table below the main thematic areas that the Partnership project has dealt with. Please mention maximum 3 in order of importance (please use the topics provided in Annex 1. If necessary you can add a new topic).

Partnership Topics		
	Topic code	Name of topic
1.	Topic 12	Education of specific groups (Roma)
2.	Topic 8	Comparing education systems
3.	Topic 19	Family/parent education

6. PARTNERSHIP PROJECT ACTIVITIES

What activities (other than mobilities) were carried out by your region?

Date	Activity description	Partners involved <i>(use only number of the organisation as at page 1-2)</i> Partner 2 Redbridge
2012-2014		
September 2012	Liaised with Finance team re setting up H.E.A.R.T. project grant account, spread sheets and Comenius Regio cost codes & systems to manage the budget Organised change over one Redbridge partner school, liaised with British Council, visited and set up new partner school	SI Lead, Finance Lead Officers, Project Lead and SI EMA Lead Project Lead and SI EMA Lead
October	Launched project- partners meeting at Loxford to familiarise with project	All partners

2012	<p>partners, project planned timeline and first mobility dates</p> <p>Raised awareness of project beginning at local networks - EMA Forum, South Ilford Community Cohesion Working group (SICCWG), Head Teachers and Deputies Forum.</p> <p>Raised awareness of project beginning at regional networks - London Coordinators GRT group meeting.</p> <p>Attended British Council's Comenius Regio workshop day for regional and national project colleagues</p> <p>Held meeting for partners at Loxford - planning for Redbridge study visit 1 to Braşov 30th Oct -3rd Nov 2012. Visit aims discussed and partners introduced to project need to set up MLE web space.</p>	<p>Project Lead</p> <p>Project Lead</p> <p>Project Lead</p> <p>All partners</p>
November 2012	<p>Planned & delivered D&T workshops for Mayfield feeder primary school pupils, D&T craft skills developed from study visit</p> <p>Planned & delivered reading workshop for Roma mothers and children</p> <p>Planned & delivered 'Learning outside the classroom' Mayfield EAL park project</p> <p>Loxford Lontano Roma music & dance, project performance</p> <p>Invited partners to join eTwinning webinar programme</p> <p>Held partners meeting at Mayfield – evaluated study visit & impact and investigated distance communication options and MLE</p> <p>Redbridge Roma pupil's heart drawing is chosen for H.E.A.R.T. project logo. Uphall worked with Loxford partners transferring the heart design onto t shirts for the football team in Crizbav school Braşov</p>	<p>Project Lead & Mayfield partners</p> <p>Project Lead & Uphall partners</p> <p>Project Lead & Mayfield partners</p> <p>Project Lead & Loxford partners</p> <p>Project Lead</p> <p>All partners</p> <p>Uphall and Loxford partners</p>
December 2012	<p>Visited all partner schools & RECC, supported developing teaching & learning strategies and practice drawing on study visit experiences</p> <p>Partner schools completed Gypsy Roma</p>	<p>Project lead with all partner schools teachers & RECC</p> <p>Project lead with Uphall &</p>

	<p>Traveller school Self Evaluation proforma. Raised awareness of the GRT school audit with RECC.</p> <p>Led GRT workshops for Show Racism the Red Card Day event with RSG, RECC and Mayfield Roma & Romanian students</p>	<p>Mayfield Schools project leads</p> <p>Project lead, Roma Support Group, Mayfield students and RECC</p>
January 2013	<p>Visited all partner schools & RECC.</p> <p>Explored setting up eTwinning with Uphall leading and translating resources</p> <p>Held partners meeting. Planned visit programme for Braşov study visit 1 to Redbridge 28th Jan- 2nd Feb 2013 including Braşov partners welcome event with Deputy Mayor.</p> <p>Disseminated visit planning with SI Chief Officer, SI Lead & SI EMA Lead.</p> <p>Attended Holocaust Memorial event with Roma speaker</p> <p>Launch of project with all partners with Deputy Mayor.</p> <p>Raised awareness about Redbridge, Braşov partners visit Redbridge Museum</p> <p>Lesson observation formats prepared for next visit to Braşov</p>	<p>Project lead</p> <p>Project lead with Uphall</p> <p>All partners</p> <p>Project lead with SI partners</p> <p>LBR Services & local community</p> <p>All partners & SI partners</p> <p>Project lead</p>
February 2013	<p>Partner schools carried out pupil voice questionnaires</p> <p>Evaluations completed after Braşov partners study visit</p>	<p>Partner schools lead</p>
March 2013	<p>Held partners meeting at Uphall, shared resources and Braşov visit evaluations</p> <p>Behaviour strategies discussed at Bullying intervention training held in Loxford for local and regional colleagues</p> <p>Attended Manchester colleagues project conference 'What's working for Roma'</p> <p>Disseminated H.E.A.R.T. project at NATT+ National conference, led workshop on applying for and setting up a European project and the immediate impact for Roma pupils in school.</p> <p>Held s meeting for partners at Loxford - planning for Redbridge study visit 2 to Braşov 1st – 6th April 2013. Visit aims discussed and planned resources to be</p>	<p>All partners</p> <p>Project lead, Loxford partners, guest trainer & regional colleagues</p> <p>Project lead</p> <p>Project lead & Loxford project lead</p> <p>All partners</p>

	<p>taken for our Braşov partners</p> <p>Attended meeting, local authority services (including recycling service, education, youth, the police) and NGO's RECC and RSG working in partnership planning a proposed Roma advice day for Redbridge Roma to know and meet service providers</p>	L A Services and NGO's including RECC and H.E.A.R.T. Project Lead.
April 2013	<p>Loxford Roma students spoke to the Ofsted Inspectors at the students meeting, they represented their school and shared personal thoughts about learning in Loxford</p>	Loxford
May 2013	<p>Held meeting for partners at Uphall – evaluated our study visit and impact. Planned programme for Braşov study visit 2 to Redbridge 20th -24th May 2013</p> <p>Worked in partnership with Redbridge recycling service lead officer - planned and delivered recycling workshops in Uphall and Mayfield</p> <p>Disseminated project learning at EMA Forum for local and regional primary & secondary EMA coordinators</p>	<p>All partners</p> <p>Project lead, Recycling lead Uphall & Mayfield partners</p> <p>Partner lead, Braşov & Redbridge partners</p>
June 2013	<p>Associate partner Redbridge Primary school celebrated Gypsy Roma Traveller History Month with a planned curriculum week of GRT teaching and learning activities</p> <p>Attended transfer to secondary school parents' meeting at Mayfield and in partnership with the Roma teacher, support Roma parents to 'learn more , know more' and be confident with this next step for their children</p> <p>Gave support and advice to Mayfield leaders regarding a local incident which had impacted on a young Roma student.</p>	Project lead
July 2013	<p>Held meeting for partners at Uphall – evaluated Braşov study visit, presented certificates of participation, discussed the translated Romanian English curriculum and completed notes on project impact and what we have learnt to date linked to own setting's action plan</p> <p>RECC held their AGM and reported</p>	<p>All partners</p> <p>RECC & partners</p>

	back on the H.E.A.R.T. project Submitted Interim project report to the British Council.	Project lead
September 2013	Visited Mayfield new colleagues joining study visit 3 Held partners meeting at Uphall – began planning for Redbridge study visit 3 to Brasov 28 th Oct -2 nd Nov 2013. Welcomed new colleagues joining study visit 3, discussed study visit aims, sharing practice & lesson observations and study visit 1 & 2 colleagues disseminated information and learning about Braşov County and our project partners	Project lead All partners
October 2013	Redbridge partners invited to join webinars 3 & 4 Visited Loxford new colleagues joining study visit 3 Attended Amnesty International Roma event. Roma in Romania documented in new film 'Monashay' (Gypsy Woman) Updated colleagues on the interim project outcomes at the Head teachers and Deputies forum Visited Uphall and Redbridge Primary school associate partner preparing resources for our study visit Mayfield students developed 'Learning outside the classroom' EAL park project for new EAL & Roma students group	Project lead Project lead Project lead & RECC Project lead Project lead Mayfield partners
November 2013	NATT+ Roma group meeting held at Loxford. Roma inclusion strategies from Baverstock school exemplars and Roma film 'Monashay' presented by the researcher & film maker Redbridge partners invited to join webinars 5 & 6 Visited all partner schools as part of monitoring and supporting teaching and learning strategies	Loxford partners, Project lead, Braşov partners, National NATT+ members and guest speakers Project lead Project lead
December 2013	Project update reported to local network SICCWG Training session planned & delivered for	Project lead, RECC & LBR colleagues Mayfield & Project lead

	Mayfield Learning Support Assistants working with EAL (& EAL Roma) students	
January 2014	H.E.A.R.T. project update given to Pan London, London Coordinators meeting Partners summative questionnaires returned Updated colleagues on the interim project outcomes at the Head teachers and Deputies forum	Project lead All partners
February 2014	Led GRT workshops for Show Racism the Red Card Day event with RSG, RECC and Mayfield Roma & Romanian students Partners' meeting at Uphall planned Brasov study trip 4 to Redbridge 3 rd - 7 th March 2014 Planned 'fun reading' Roma parent & child(ren) set of 6 workshops with Cleveland Junior School using resources purchased in Braşov	Project lead, Roma Support Group, Mayfield students and RECC All partners Project lead & Cleveland Junior school & Roma volunteer
March 2014	RECC held their AGM, guest speakers and Roma colleagues spoke on the theme of Bulgarian and Romanian migration Disseminated project learning at EMA forum with Braşov partners Partners experienced GRT culture & history through the play 'Our Big Land' Partners' meeting, evaluated Braşov visit to Redbridge and planned Redbridge study visit 4 aims and resources to be shared in Braşov Led Roma awareness training for local Foster Carers Uphall partners led whole staff PDM on outcomes of H.E.A.R.T. & THE European partnership Cleveland Junior school 'Fun reading' workshops began and were well received by the Roma and Romanian children and parents	RECC & All partners Project lead, partner schools lead & Brasov partners Brasov & Redbridge partners All partners Project lead Uphall partners Project lead & Cleveland Junior School & Roma volunteer
April 2014	Shared UK Roma Nation Day event experience with colleagues at Sârcele	All partners

	<p>Roma Nation Day event</p> <p>Outlined Comenius Regio H.E.A.R.T. project to incoming SI Chief Officer</p> <p>Organised Redbridge Dissemination Conference</p> <p>Planned Braşov study visit 5 to Redbridge 12th -16th May 2014 and partners worked in own settings preparing for dissemination conference</p> <p>Planned Redbridge study visit 5 to Braşov 26th -29th May 2014. Presentations to be made by Project lead, RECC, Mayfield & Uphall partners</p>	<p>Project lead & SI EMA</p> <p>All partners</p> <p>All partners</p> <p>All partners</p>
May 2014	<p>Held H.E.A.R.T. project Dissemination Conference. Redbridge and Braşov partners presented the impact of our European partnership with Mayfield Roma and Romanian students to a wide audience of local and regional colleagues. In addition delegates actively participated in learning and singing traditional Romani songs with Lontano's expert Roma musicians.</p> <p>Exemplary coverage of the conference in the local newspaper, Ilford Recorder and was also highly celebrated in another published article, nationally circulated in Searchlight magazine. Both articles have been circulated to all schools through LBR Redpen. Guest speaker Ruth Barnet has also promoted the positive learning and project outcomes through her networks.</p>	<p>Redbridge & Braşov partners</p> <p>Lontano Roma musicians</p> <p>Ilford Recorder</p> <p>Searchlight</p> <p>Ruth Barnet</p> <p>LBR Redpen</p>
June 2014	<p>Displayed project work including study visit photographs, teaching & learning activities and Romanian crafts at Redbridge Teachers' Centre as part of Gypsy Roma Traveller History Month 2014.</p> <p>Redbridge partners prepared contributions for joint H.E.A.R.T. partners report</p>	<p>Project lead</p> <p>All partners</p>
July 2014	<p>Collated partners report contributions for the report to be published by Braşov partners</p>	<p>Project lead</p>
September 2014	<p>Redbridge section of joint report sent to Brasov for printing.</p> <p>Final report completed and sent to the</p>	<p>Project lead</p>

	British Council	Project lead
	The joint H.E.A.R.T. report and guidance will be circulated through local, regional and national networks and RNLC website	Project lead RNLC
	Building on the successful use of bilingual dictionaries purchased in Braşov we are in the process of ordering more from the publisher to use across Redbridge.	Project lead
	Some Roma children have made a bilingual story book which is in the process of being published to be shared locally and regionally.	Project lead

Were all the planned activities accomplished? If not, please explain what activities were not accomplished and for what reason.

Yes as the initial plan was well thought out and was followed with the exception of setting up the IT platform as identified in previous sections 1.1.5 and 1.3.viii.

If some of the activities carried out were different from those planned at application stage, please explain why.

- The associate partner, Redbridge Primary School played a greater role than initially anticipated as they were keen to be proactive participants, e.g. hosting visits from the Braşov visitors and sharing resources.

Did other organisations (not directly involved in the partnership) take part in the project activities?

- Braşov partners visited the Albert Road Children's Centre weekly parent and toddler group for Roma and Romanian mothers. The Romanian parent group lead worker welcomed the Braşov partners into the group to experience pre-school engagement with parents and provision.
- The National Association of Teachers of Travellers & other professionals (Natt+) invited Braşov partners to participate in their Roma group meetings in Coventry and in Ilford, as part of sharing of practice and developing a wider knowledge of Roma.
- EMA Coordinators from Redbridge schools who participated in the EMA termly forums received regular project updates from Redbridge partners and also from the Braşov visitors who participated in the EMA forums.

7. DISSEMINATION AND USE OF RESULTS - SUSTAINABILITY

Please indicate how you have disseminated the results within your partner organisations and at the national/regional/local level?

Local level dissemination

- At regular networks including termly Head teacher and Deputy forums, EMA Coordinator forums, H.E.A.R.T partner meetings, School Improvement team meetings and L.A. Services networks.
- Study visits were reported through the L.A Children's Services newsletter 'Redpen', informing schools and other LA teams and raising awareness of the project.
- All Redbridge schools were invited to the Redbridge H.E.A.R.T. project Dissemination conference on 16th May 2014. Schools and LBR Services including the Police and colleagues from neighbouring authorities participated in the conference.
- All residents in Redbridge had the opportunity to read about the H.E.A.R.T. project in the May 21st 2014 edition of the 'Ilford Recorder'. The project outcomes received excellent front page coverage and editor's comments in this local newspaper.
- All Partners and Redbridge schools will receive a copy of the final report presently being published in Braşov.

National level dissemination

- Lead a workshop at NATT+ Roma conference 2013 introducing colleagues to the process of applying for a European funded partnership project. The workshop included the outline and aims of the H.E.A.R.T. project as a model.
- Regularly updated colleagues at NATT+ Roma group network meetings.
- Redbridge partners contributed to the Romanian dissemination of the project outcomes at the Braşov H.E.A.R.T. project conference in May 2014 which included local T.V. and press coverage.

Regional level dissemination

- At cross borough EMA forums networks as previously outlined.
- At Pan London Traveller education meetings.
- The regional equality magazine 'Searchlight' included an article about the project and project outcomes following their attendance at the Dissemination conference.
- A project progress update was sent to the British Council and accepted.

How do you think that the results and products of your partnership could be used by others?

All Redbridge schools will be able to draw on ideas for good practice as they will receive a copy of the final report and guidance materials for their use. Likewise, colleagues who attended the Redbridge conference heard partners presenting their project work, its impact and how it is being embedded into schools practice. This will

further support colleagues in teaching Roma pupils and addressing their needs.

Redbridge schools recognise the changing European dimension of their school communities and are keen to 'learn more, know more' about their Roma pupils from Romania (and other European countries) as well as their European, non Roma, pupils.

Most EMA leaders in Redbridge schools attended the EMA forums and heard first - hand about the project. As a number of EMA leaders have led or participated in international partnerships, they are now keen to develop European knowledge for their staff and pupils.

Since the arrival of Roma families in the UK, staff in schools, Traveller education professionals, NGO's and Local Services (especially Health, Police, Education Welfare and Early Intervention professionals) have been developing their expertise working with Roma people. The H.E.A.R.T report reflects this raised local awareness and at the same time will add to the growing number of publications sharing practice and experiences working with different Roma communities from different parts of Europe and Eastern Europe.

In the last 6 months, some Redbridge H.E.A.R.T. partner colleagues have moved to teach in other schools. However they will take the knowledge gained and the impact of the project with them into their new situations.

Do you plan to continue cooperation with your regional/local partners in future? If so, how?

The relationships forged in this partnership with our partners in Braşov have enabled an on-going commitment to work together and continue the cooperation between our two regions sharing information, or training and resources. We have also discussed the idea of a future project, further continuing the partnership and developing inclusion and earlier access to school for Roma in Early Years settings. A project like this would engage parents as well.

The local partners intend to continue the collaborating partnership through Gypsy Roma Traveller focused network meetings, school EMA cluster groups, transition meetings and informal events.

8. SUGGESTIONS/RECOMMENDATIONS

Please provide any further comments and suggestions for the improvement of Comenius Regio Partnerships.

As we were new to running and leading a British Council Comenius Regio European Funded project, it was very useful to attend the set up training meeting at the British Council with other new regional project leaders. It was inspiring and helpful listening to completed project presentations.

I also found it particularly helpful when a regional colleague shared their project planning, preparation and report with me as a model to guide me as a complete novice to this process.

It was important to set up and work with a team colleague with whom I could discuss and share challenges and solutions. I could then share my knowledge and experience with another colleague who became a project leader for a different

Redbridge Comenius Regio project.

There were challenges in managing and monitoring the grant budget because we had to negotiate 3 currencies, Euro, Pounds Sterling and Romanian Lei for payments. Each region will have their own systems but I would prioritise developing contact with colleagues who manage your area's finance so if you meet difficulties you know who to contact immediately. It is also important to keep your own spread sheets with mobility and non-mobility costs identified separately so that it is possible to cross check invoices, cash spending and remaining monies.

Leading this European project has been an exciting opportunity and I know Redbridge colleagues, schools and Roma children and families have really benefited from this focused research and learning. However although I was confident leading H.E.A.R.T, as a new project lead I would have appreciated termly contact with the British Council and possibly a few more project leader meetings to share practice and strategies with other regional colleagues and learn from each other.