TRAINING TOOLKIT

Fighting discrimination and
anti-Gypsyism in Education and
Employment in EU (PAL)

PROJECT PARTNERS

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INTRODUCTION

This training toolkit is part of the PAL Project *'Fighting discrimination and anti-Gypsyism in education and employment in the EU'*. Co-funded by the Rights, Equality and Citizenship (CER) Programme of the D.G. Justice of the European Union. The PAL project is led by the University of Limburg with the cooperation of 20 partners from nine countries: Belgium, Czech Republic, France, Greece, Hungary, Italy, Republic of Slovenia, Romania, and Spain.

The toolkit is aimed at providing tools and resources that support Roma integration and the implementation of national Roma inclusion strategies in the fields of education and employment. Having been part of European societies for centuries, the Roma are the largest ethnic minority in the EU, and they are still subject to extreme poverty, discrimination, and social exclusion (FRA, 2014a, 2014b). With regards to the protection of fundamental rights and social inclusion, there are still several complex issues to tackle on national, European and international levels: segregation, deprived living conditions, labour market barriers, discrimination against Roma children in education and the consequent low educational attainment of the Roma population.

The toolkit is divided into two parts. The first part, called **Education Toolkit**, consists of a compilation of issues related to education, and is aimed at helping low-skilled Roma people return to the education system to improve their qualifications, or improving Roma children's performance at school so as to prevent them from dropping out. The second part, named **Employment Toolkit**, is a collection of resources related to employment, in order to improve Roma employment opportunities.

Both the Education Toolkit and the Employment Toolkit consists of two separate sections, targeting two distinct groups of users:

- Training of learners. All the topics included in this section come from the materials gathered in PAL Project WS2.3 in relation to the toolkits "It is not too late!" regarding Education, and "Employ me!" with regards to

Employment, and are designed to train Roma people with specific curricula.

- Training of trainers. This section includes the materials gathered in PAL Project WS3.1 and 3.3, and is oriented towards training experts and professionals working with Roma people such as trainers, teachers, NGO workers, social workers, career advisers, etcetera, or people in the process of becoming experts or professionals in these fields.

The Training Toolkit covers a total of 36 topics developed within the framework of Workstreams 2.3, 3.1, and 3.3 of the PAL Project; they are based on research studies, awareness raising campaigns, conferences, and the development and implementation of training programmes for Roma as well as for trainers working with Roma. Every section of the toolkit provides information about the specific topics that will be addressed in it, and every topic has the same structure:

- Title of the topic, including the institution that developed it.
- Main questions to consider listed in a table of contents, so that readers can easily find the topics that interest them the most.
- Brief summary of the topic, delving into the most important issues addressed in each topic.
- Main keywords of the topic in question.
- A QR code to the original report on which the summary provided is based.

Coordinated by *Florida Universitaria* (Spain) in collaboration with *Komunikujeme o.p.s.* (Czech Republic), the *Institute of Entrepreneurship Development* (Greece) and *Comune di Reggio Emilia* (Italy), and edited by *Corvinus University of Budapest* (Hungary) the WS3.6 Training Toolkit would not have been possible to complete without the contribution of the above-mentioned partners as well as the following organisations (in alphabetical order):

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ALDA European Association for Local Democracy (France)

Anatoliki SA (Greece)

Asociación ENLACE. Innovacion y desarrollo (Spain)

Asociatia Mergi Inainte (Romania)

Consorzio Innopolis (Italy)

Drustvo za razvijanje prostovoljnega dela Novo Mesto (Slovenia)

Fondo Formación Euskadi (Spain)

Institute of Psychosocial Development (Greece)

RomPraha (Czech Republic)

UCCU (Hungary)

University Colleges Leuven-Limburg (UCLL) (Belgium)

University Rehabilitation Institute (Slovenia)

Fondazione Leone Moressa (Italy)

The Center for Social Responsibility in the Digital Age (Belgium)

Finally, while we are aware that a toolkit like this alone is not enough to improve Roma people's lives tangibly, or to solve their problems in terms of access to education and employment, we believe it is a useful tool towards reaching this objective. At the same time, it is important to stress that the inclusion of Roma must involve not only their acceptance by the rest of society but also their active participation in society. Their social inclusion is pointless if their voice is not listened to and they are not involved in decision-making processes.

PART 1. EDUCATION TOOLKIT

Despite the fact that education is considered as a social right protected under the Article 14 of the European Convention on Human Rights (ECHR), which prohibits discrimination, Roma communities still see their right to education systematically threatened throughout the EU countries (UNICEF, 2011). Enrolment rates for Roma children are very low in early childhood education. In Central and Eastern Europe, where Roma children are often routed into 'special' schools separated from the non-Roma, only 20% of Roma children are enrolled in Primary school. In South-eastern Europe only 18% of them are enrolled in Secondary school and a tiny minority (less than 1%) go to University. Brüggemann (2012) notes that about 50% of Roma children in Europe fail to complete Primary education, in spite of all the efforts to prevent it. Behind this situation are ethnic segregation, discrimination, non-inclusive school systems, and large equity gaps between Roma and non-Roma children in terms of the type of education received (FRA, 2014a).

Acquiring the necessary competences, knowledge, skills and attitudes provided by compulsory education is fundamental to social and labour inclusion, personal development, and active citizenship (FRA, 2014a). The education toolkit is designed to improve Roma children's qualifications, prevent them from leaving school before completing compulsory education, provide resources to keep them motivated at school, and help them pursue higher education. All these goals are designed to expand their future opportunities, and to prevent both social exclusion and the waste of human talent resulting from segregation and exclusion practices at school.

The education toolkit includes resources and topics aimed at training Roma children and low-skilled Roma people, as well as training material for trainers who currently work or are interested in working with Roma children. These include teachers, future teachers, social workers, NGO workers, etcetera. For this reason the toolkit is divided into two sections:

- *Training of learners in the field of education*, for training Roma children or low-skilled Roma workers. This section covers the 6 issues included in Workstream 2.3 called "It is not too late!".

WS2.3 It is not too late! (EDUCATION) (6 issues)	
1	Fighting discrimination and anti-Gypsyism
2	Enlightened education
3	Roma youth opportunities
4	Challenges and barriers in early education
5	REYN programme
6	Challenges and barriers in education

- *Training of trainers in the field of education*, for training trainers, including 7 topics from Workstream 3.1 "Training procedures and practices" in the field of education:

WS3.1. Training procedures and practices (EDUCATION) (7 topics)	
1	Formulation of thematic and personal plans
2	Methods for use in monitoring children's development
3	Significance of play and learning at pre-school level
4	Strategies for effective communication with families
5	Legal protection of children
6	Defining difficulties in learning caused by social, emotional and behavioural problems
7	Training of Roma partners and families

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1. TRAINING OF LEARNERS IN THE FIELD OF EDUCATION

Developed for training Roma children and low-skilled Roma workers who would need to be reintegrated into the education system, the training of learners included in the education toolkit starts with a fundamental question: Who are the Roma? Delving into the Roma identity is one of the main issues for discussion in this section, in addition to exploring barriers, prejudice, discrimination and social exclusion suffered by the Roma population in the EU, as well as the process of Roma emancipation. Roma youth opportunities are also discussed, including training programmes, mobility programmes, financial support, and second chance education opportunities. Considering that it is necessary to work at helping the Roma improve their qualifications and follow their studies beyond compulsory education, different methodologies based on play and games are also addressed.

The issues above are covered in the following 6 topics:

1. Fighting discrimination and anti-gypsyism (by *RomPraha*, Czech Republic)
2. Enlightened education: using play and games for facilitating difficult topics (by *Komunikujeme o.p.s.*, Czech Republic)
3. Roma youth opportunities (by *Asociatia Mergi Inainte*, Romania)
4. Challenges and barriers in early education (by the *Institute of Psychosocial Development*, Greece)
5. REYN programme (by *Asociación ENLACE*, Spain)
6. Challenges and barriers in education (by *Corvinus University of Budapest*, Hungary)

1.1. Fighting discrimination and anti-gypsyism (by *RomPraha*, Czech Republic)

Main questions to consider

- Who the Roma are
- The Roma identity and the process of Roma emancipation
- Prejudice, discrimination and social exclusion of the Roma

Brief summary of the topic

Based on several studies (Acton and Kímová, 2001; Habcock, 2002; Marushiakova and Popov, 2005; Matras, 1998; Pivoň, 2007), this topic is aimed at considering three main points. Who are the Roma? Reflecting about the etymological origin of the terms Gypsy, Cikán, Cigán, Zigeuner and Rom is one of the issues to start with, although the fact of knowing about the origin of these designations will be not enough if our purpose is to reveal where they came from or when they came to Europe.

The Roma identity and the process of Roma emancipation is the second main point for discussion. The fight against social marginalisation and a common striving for a positive future led Roma populations to organize the World Romani Congress (held in London for the first time in 1971), as an expression of the need for international unity. It is time to learn about the Romani Flag and its symbolism as well as the Roma National Anthem, the song *Gelem gelem* also known as *Opre Roma* and composed by Žarko Janović in 1949.

Regarding the third point, it delves into prejudice, discrimination and social exclusion. The exclusion of the Roma is considered a major issue. For many Roma families, this discrimination is part of their daily lives, which is linked to a lack of access to education and employment.

Main keywords: Roma / history / India / Europe / identity / emancipation / prejudice / discrimination / social exclusion

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1.2. Enlightened education: using play and games for facilitating difficult topics (by *Komunikujeme o.p.s.*, Czech Republic)

Main questions to consider

- What are the obstacles in using games and play in education?
- What are the main benefits of using games in education?
- Which topics are most suited for the facilitation through games and play?

Brief summary of the topic

The content of this chapter covers different methods based on play activities and games for various age groups. Games can be easily used during education regardless of the subject matter, and they are suitable for every age group. In addition to regular educational methods, including lectures, there is a significant amount of effort invested into the entertainment value and overall format.

There are many topics that are already strongly influenced by emotions; in cases like that it is necessary to work with the emotional reactions of students and implement emotional education with the pedagogical approach. It can be more effective to use games and play activities as facilitation during lectures to achieve educational goals. However, besides many benefits there are some disadvantages as well. For example, games could be less effective in transferring large amounts of information; on the other hand, they can boost motivation and make students interested in the topic more easily.

In this topic we are discussing different aspects of working with children with special regard to disadvantages, advantages and risks. Different approaches and examples of work that help to prevent risks, minimalize disadvantages and support advantages of play activities and games are also covered.

Main keywords: educational game / educational play activities / role-playing game / games in education

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1.3. Roma youth opportunities (by *Asociatia Mergi Inainte*, Romania)

Main questions to consider

- Financial support
- Second chance education opportunities
- Mobility programmes

Brief summary of the topic

The main financial support provided by the EU towards Roma integration is through the European Structural and Investment Funds. The topic covers Financial Framework 2014-2020, which is a multi-annual European financial support for Roma inclusion, and the scholarship program Roma Education Fund (REF), which includes one of the main mobility programmes for Roma students pursuing undergraduate studies, master degrees or PhD degrees outside their country of origin or residence.

Besides, second chance education opportunities are addressed in the topic, as a way to reintegrate children, youth and adults into the education system.

Main keywords: Roma / financial support / EU funds / education / second chance / mobility, student / scholarship

1.4. Challenges and barriers in early education (by the *Institute of Psychosocial Development*, Greece)

Main questions to consider

- What is the educational reality of Roma children in the EU
- What are the main barriers in education for Roma children
- How can education be accessible to all Roma pupils

Brief summary of the topic

Many Roma children live in conditions of poverty that create barriers to their access to education. Especially in the South - Eastern Europe, there is a low preschool coverage for Roma children. It is ranging from 0.2% to 17%. As a result of the high dropout rate among Roma children, their enrolment after primary school is dramatically lower than that of the majority population. There are many barriers for Roma children to engage in the educational process and stay in the educational system. Economic reasons may be among the hindering factors (Cudworth, 2010; Council of Europe, 2009). The inflexibility of school systems in accommodating these circumstances is a further problem and it exacerbates these barriers and increases the children's exclusion.

A successful solution to these problems should include: respecting Roma children and their families; abolishing the barriers in pre-school age when children have an open mind; promoting cooperation between teachers, schools and parents (Siraj, 2006). Another and also important solution is to apply the methods of multicultural education. Multicultural and intercultural education can help to reduce excessive differences that exist between individuals of different ethnicities and cultures (Gollnik and Chiun, 1991; Penn, 2009; Λυδάκη, 2013; Παυλή et al. (1991)).

Main keywords: Roma / education / school / cooperation / teacher / families / children

1.5. REYN programme (by *Asociación ENLACE*, Spain)

Main questions to consider

- History and work of Romani Early Years Network
- Training programmes
- National contact point

Brief summary of the topic

Romani Early Years Network - REYN program promotes anti-discrimination and respect for diversity and equality. The main purpose of REYN is to combat the social exclusion and historic disadvantage faced by Roma and Traveller communities through creation of a vibrant learning community for ECD practitioners, in which members work together to develop skills and good practice, establish effective partnerships and support professional development.

The training programme is supposed to be a long-term training activity that comprises of a series of courses, and usually has a flexible time-frame and cost budget. There are many national contact points that are ready to help Romani people with basic life needs, inclusion and education. Organisations that are valuable platforms for Romani and Traveller practitioners to receive support and training: OSF, ISSA, UNICEF, DECET.

Main keywords: Roma / training / skills / support / contact / REYN

1.6. Challenges and barriers in education (by *Corvinus University of Budapest*, Hungary)

Main questions to consider

- The concept of stereotype, prejudice and discrimination
- Discrimination in communication
- Ways to address the challenges and barriers in the education of Roma children

Brief summary of the topic

Based on several studies such as Bajomi et al. (2003), Banks and Banks (2001), Banks (2007), Barrett (2016), Mollenhauer, 2003), Ryder (2016), Smith and Mackie (2007), or Turner et al. (2007), this topic highlights ethnicity as a basis to differentiate groups. Roma communities as the biggest ethnic minority of the European Union are exposed to such category-based, distorted perception and emotional and behavioural reactions. Stereotype means beliefs about a group, prejudice is an evaluation of a group, while discrimination refers to treatment and behaviour of/towards a group. Different forms of school segregation can be identified in the case of Roma pupils, which results in the low educational attainment of Roma children.

Discriminatory language creates or reinforces a hierarchy of difference between people. It can be targeted to a range of different facets of identity not just ethnicity associated with Roma people.

Efficient schools are inconceivable without adequate cooperation with the pupils' families. It is the main step to start cancelling the barriers in the education of Roma children. Also equal opportunities have long been on the agenda of education policy, which also includes multicultural education (Farkas, 2007, 2014; Torgyik, 2004; Rumberger, 2012).

Main keywords: Roma / ethnicity / group / school / education / segregation

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2. TRAINING OF TRAINERS IN THE FIELD OF EDUCATION

There is a large variety of issues discussed in this section, from the legal protection of children to how these children construct new knowledge. The toolkit provides resources for working with Roma children at school, underlining the benefits of cooperative learning, games and play from theoretical as well as practical perspectives. Besides, it highlights the importance of developing a personal plan regarding education for Roma, and the main steps to be undertaken. Finally, factors affecting the socio-economic exclusion of families, attitudes towards the education system and its shortcomings, new strategies for improving communication with families, and difficulties in learning stemming from social, emotional and behavioural problems are also discussed.

All the issues above are relevant to the training of trainers working with the Roma or interested in working with them, and are elaborated on in the following 7 topics:

1. Formulation of thematic and personal plans (by the *University Rehabilitation Institute*, Republic of Slovenia)
2. Methods for use in monitoring children's development (by the *University Colleges Leuven-Limburg* (UCLL), Belgium)
3. Significance of play and learning at pre-school level (by *Florida Universitaria*, Spain)
4. Strategies for effective communication with families (by *Asociatia Mergi Inainte*, Romania)
5. Legal protection of children (by the *Institute of Entrepreneurship Development*, Greece)
6. Defining difficulties in learning caused by social, emotional and behavioural problems (by *Fondazione Leone Moressa* (FLM), Italy)
7. Training of Roma partners, Roma children, youth and families (by *Drustvo za razvijanje prostovoljnega dela Novo mesto* (DRPDNM), Republic of Slovenia)

2.1. Formulation of thematic and personal plans (by the *University Rehabilitation Institute*, Republic of Slovenia)

Main questions to consider

- Goals and importance of a personal development plan.
- Steps to be done for developing a personal development plan.

Brief summary of the topic

This topic is aimed at helping trainers to understand what a personal plan in the field of education and employment is, and how to develop it as a guidance procedure and an essential support for (re)integrating Roma population into the labour market. Focused on Roma needs, abilities and expectations, this personal plan should take into consideration a holistic approach by involving the person as a whole and covering different levels (physical, emotional, mental, spiritual…). Its goal is clear: preventing school dropout and improving Roma population employability in the future.

The necessary steps include an anamnesis, an assessment, a support plan, monitoring, an extensive evaluation as well as a follow-up after reaching the end of the process. In order to develop a personal plan adapted to a specific case, trainers should know every kind of biographical data (family, health, social situation, school experience, etcetera) and make an assessment in terms of competence level, interests and personal aims. Only then it is possible to develop a support plan and continue to the next steps in order to achieve and monitor the intended objectives.

Main keywords: Roma / personal plan / individual oriented / holistic approach / competences / monitoring

2.2. Methods for use in monitoring children's development (by the *University Colleges Leuven-Limburg* (UCLL), Belgium)

Main questions to consider

- How children construct new knowledge.
- Quality assessment tools.

Brief summary of the topic

According to Bredekamp and Rosegrant (1992, 1995) children learn in experiential, interactive, concrete and hand-on ways. This means that, in order to generate knowledge, young children need to touch and manipulate objects, talk, sing, play, listen to and act out stories, in a variety of ways and in different environments.

Children's development (in a physical, cognitive, social, and emotional sense) is rapid, unique, uneven and highly influenced by the environment (Shepard, Kagan, and Wurtz, 1998; Guddemi, 2003; American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 1999).

This topic explores the characteristics of quality assessment tools, specifically for early childhood, so as to provide teachers, parents, and administrators with meaningful and useful information (about children's development of skills and knowledge). In this sense, a variety of tools and methods such as running records, anecdotal records, observational checklists, portfolios, home inventories, developmental screenings, diagnostic assessments, and standardized assessments are taken into consideration.

Main keywords: Roma / children's development / assessment / quality assessment tools and methods

2.3. Significance of play and learning at pre-school level (by *Florida Universitaria*, Spain)

Main questions to consider

- How important play and games are in children's education
- Benefits of games from different theoretical approaches
- Learning by playing and cooperative learning
- Practical examples of cooperative learning

Brief summary of the topic

Several theories explaining how important play and games are in children's education (regardless of their ethnicity, gender or social class) are discussed in this topic. In general, play is essential for physical and mental activity, taking into account that games let children come into contact with the "real" world, spread their mind and imagination, express their worries, desires and fantasies, overcome fears they face in their daily life... Games involve learning norms, rules, things they will deal with in their lifetime. All these theoretical approaches also justify why cooperative learning, as a method based on several traditional pedagogical experiences, is essential at preschool (Pujolàs Maset, 2012; Torrego and Negro, 2014).

Through games, children also develop their resistance to frustration, their ability to know to lose, their ability to investigate, discover, experience... For this reason, games themselves, apart from relating to life, they are life. Several examples of games to be implemented in classroom are also provided in this topic (Delgado Linares, 2011; Houssaye, 1996; Martínez Criado, 1998; Hertz-Lazarowitz et al., 2013).

Main keywords: Roma / preschool / theoretical and practical approach / play / games / cooperative learning / truancy / early school leaving

2.4. Strategies for effective communication with families (by *Asociatia Mergi Inainte*, Romania)

Main questions to consider

-
- Roma access to education and employment
- Strategies for improving communication with families

Brief summary of the topic

This topic delves into the problems and difficulties that Roma population have to deal with in terms of access to education and employment as a consequence of a large variety of different factors, such as segregation, discrimination, social exclusion, poverty, shortcomings in the educational system.

Related to this issue, methodological instruments of intervention in favour of Roma families are provided, highlighting the need for a previous analysis of the family and social context in which our intervention is thought to take place.

As professionals, the fact of designing a Working with the Family Plan (WFP), implementing actions related to this WFP and assessing all the process involve a difficult, delicate development of a relationship with families (organizing seminars, meetings, workshops, interviews, etcetera). All these strategies recommended for a better communication with families are aimed at preventing dropout and improving school performance. In addition to this, a list of skills and competences to work with Roma are included.

Main keywords: Access to education / illiteracy / dropout / Roma families / communication
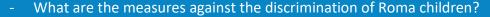
2.5. Legal protection of children (by the *Institute of Entrepreneurship Development*, Greece)

Main questions to consider

- Why it is important to make the EU justice system more child-friendly?
- What are the immediate advantages of a more child-friendly justice system?
- What are the main characteristics of the social exclusion of Roma children?
- What are the measures against the discrimination of Roma children?

Brief summary of the topic

The main goal of the first chapter "The European Legislation and the Family" is to inform trainers about the children's rights and the legislative instruments of protection in place. This way they can learn how to recognize instances of violation, and to either refrain from taking part in such situations – inadvertently even – or proactively try to ensure that the highest level of protection is provided. In order to achieve this, we should try to identify how much we know and to what extent our knowledge is accurate.

The second chapter "Integration of Roma children" focuses on the situation of Roma children in the EU, exposing their particularly vulnerable position and drawing the attention of trainers to the issues that require intervention. More often than not, the Roma live in poor conditions in terms of housing, health and nutrition, causing social exclusion. The threat of social exclusion is particularly important at an early age as it relates to the development of the individual: it is evident that personal development cannot be fully achieved unless children are being integrated into, as opposed to excluded from, society.

Main keywords: Roma children / children's rights / child-friendly justice / social exclusions / safeguards / segregation

2.6. Defining difficulties in learning caused by social, emotional and behavioural problems (by *Fondazione Leone Moressa* (FLM), Italy)

Main questions to consider

- Material and non-material barriers in learning for Roma and non-Roma children.
- Social and didactical paradigms.
- Guidelines to create inclusive schools.

Brief summary of the topic

Material and non-material barriers that Roma and non-Roma children may find at school are analysed in this chapter. The authors explore different social and didactic paradigms, including Maslow's hierarchy of school needs as well as the theory of multiple intelligences (Gardner, 1992), so as to gather meaningful approaches to introduce the main issue addressed: difficulties in learning caused by social, emotional and behavioural problems.

As possible barriers for learning, we include motivation, social and cultural barriers, emotional factors and personal issues affecting learning processes. Children have a direct influence on how they construct their self-concept and their representation of the world. Learning in a classroom involves interaction with other students, dealing with problems and finding solutions. This means that children's ability to interact socially with their peers has a significant impact on how they progress in the classroom. After providing a big picture of the problem, guidelines to create inclusive schools and turn difficulties into possibilities are considered (Flecha and Soler, 2013), highlighting the need for diverse didactic methods aimed at meeting student's educational needs.

Main keywords: difficulties in learning / social and didactical paradigms / Roma and non-Roma children / guidelines / inclusive schools

2.7. Training of Roma partners, Roma children, youth and families (by *Drustvo za razvijanje prostovoljnega dela Novo mesto* (DRPDNM), Republic of Slovenia)

Main questions to consider

- Why and how to train Roma partners, children, youth and families?
- Where and when to train Roma partners, children, youth and families?

Brief summary of the topic

It is highly important to train the Roma so as to reduce social exclusion and improve their skills and their life opportunities in terms of education and employment. As trainers, we do need to know the importance of respecting their needs and interests and to follow basic principles for a successful training: mutual trust, understanding, tolerance, acceptance, inclusion, provision of emotional safety, playful atmosphere, etcetera.

This topic provides with resources to know why to train the Roma, how to do it successfully, where and when, as well as examples of best practices regarding these issues.

Main keywords: training / social exclusion / life opportunities / skills

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PART 2. EMPLOYMENT TOOLKIT

FRA (2014b) highlights some of the main problems and barriers that the Roma have to deal with in their daily lives: barriers in the labour market, deprived living conditions, discrimination, segregation, etcetera. There are still many steps to be undertaken in order to provide the Roma with equal opportunities in terms of access to employment. Social inclusion is not possible without equal and full access to employment, as it is related not only to income levels, survival strategies, generating new relationships, networking, and the creation of human capital. To be excluded from the labour market is to become at serious risk of social exclusion and poverty. Because of the stigma and prejudice attached to them, Roma people across Europe are more likely to be unemployed and live in poverty (with limited access to healthcare and poor housing conditions) than non-Roma (Equal Rights Trust, 2015; Jourová, 2016).

Being aware that political measures alone are not enough to decrease discrimination in the labour market, the employment toolkit is aimed at providing resources to empower the Roma, develop their skills, and improve their employment opportunities.

The 13 issues included in this toolkit are informed by this objective. Two sections are distinguished:

- *Training of learners in the field of employment*, aimed at training Roma people seeking a job, searching for a better job, or trying to improve their current working conditions. This section comes from Workstream 2.3 "Employ me!", which includes 5 issues.

WS2.3 Employ me! (EMPLOYMENT) (5 issues)	
1	Antidiscrimination and social inclusion of Romani people
2	Existing legal and professional frameworks
3	National Roma platform
4	Challenges and barriers in Romani employment
5	Enhancing multi-stakeholder cooperation

- *Training of trainers in the field of employment*, oriented to train trainers working with Roma people in this field (social workers, NGO workers, career advisers, etcetera) or interested in becoming involved in the future. It is based on the 8 issues included in Workstream 3.3 "Training procedures and practices for Roma people in the field of employment".

WS3.3. Training procedures and practices (EMPLOYMENT) (8 topics)	
1	Roles of teachers
2	Cooperative skills, inductive education, conflict prevention
3	Roma literature and culture
4	Community development
5	Help and guidance with the possibilities of personal development
6	Communication and active listening
7	Public speaking
8	Information about employment opportunities of Roma

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3. TRAINING OF LEARNERS IN THE FIELD OF EMPLOYMENT

Oriented to train Roma in the process of seeking employment or better working conditions, this section is devoted to the discussion of antidiscrimination and the social inclusion of Roma people in terms of employment, including some legislative framework with respect to this issue. EU funds, resources, projects, publications and activities for Roma inclusion are also taken into consideration, as well as some employment challenges and barriers to be faced by the Roma.

Within this section, 5 specific topics expanding on all these issues will be found:

1. Antidiscrimination and social inclusion of Romani people (by *Comune di Reggio Emilia*, Italy)
2. Existing legal and professional frameworks (by *The Center for Social Responsibility in the Digital Age* (SRDA), Belgium)
3. National Roma platforms (by *Drustvo za razvijanje prostovoljnega dela Novo mesto* (DRPDNM), Republic of Slovenia)
4. Challenges and barriers in Romani employment (by *Anatoliki S.A.*, Greece)
5. Enhancing multi-stakeholder cooperation (by *Fondo Formación Euskadi*, Spain)

3.1. Antidiscrimination and social inclusion of Romani people (by *Comune di Reggio Emilia*, Italy)

Main questions to consider

- Where do prejudices towards the Roma's work begin?
- What is the role of work in the history of the Roma people?
- Do cultural characteristics create barriers to access employment?
- Is the low level of education an obstacle to employment?
- Could be the different legal conditions in which Roma live an issue for their access to employment?
- What is the legislative framework?

Brief summary of the topic

The purpose of this chapter is to provide an overview of the relationship between culture and labour among the Roma. Starting from the historical and cultural setting of the Roma community with their traditional jobs and habits, low educational attainment and various legal conditions are identified as the main causes of exclusion from the labour market. There is also a focus on the employment status of women and young people, two categories further penalized within the Roma community. Finally, the chapter describes the legal framework in Europe, Italy and in the region of Emilia Romagna.

Main keywords: origin of prejudice / difficulties of cultural integration / style of community life / low level of education / legal conditions / traditional and irregular works / women / youth / legislative framework

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3.2. Existing legal and professional frameworks (by *The Center for Social Responsibility in the Digital Age* (SRDA), Belgium)

Main questions to consider

- Human rights: EU anti-discrimination legislation
- Legal recourse options at national and EU level
- Main trends in the relevant recent case law of the CJEU and the ECtHR

Brief summary of the topic

Europe is based on universal values of "the inviolable and inalienable rights of the human person, freedom, democracy, equality and the rule of law". The European treaties emphasise equality and non-discrimination as it is core value. This topic describes the main sources of anti-discrimination legislation: Treaties and Directives (e.g. TFEU; ECHR; EUCFR; RED).

In case of discrimination, after national remedies have been exhausted, individual cases can be brought to the European Court of Human Rights. The chapter illustrates the limits of the legal action, which often require other systemic measures. Where legal provisions are either not understood or not accepted by the society, laws have limited success in terms of changing attitudes in the long term.

The last section discusses case law related to discrimination against Roma in relation to education in the so called "segregation cases" and the lack of jurisprudence on discrimination in the field of employment: the applications before the competent European Courts are limited, due mainly to the fact that the Roma community has little or no knowledge of the legal system.

Main keywords: equality / human rights / discrimination / anti-discrimination legislation / legal frameworks / unemployment / segregation / Roma special status

3.3. National Roma platforms (by *Drustvo za razvijanje prostovoljnega dela Novo mesto* (DRPDNM), Republic of Slovenia)

Main questions to consider

- The history and activities of the European Platform for Roma Inclusion
- Publications and Documents of the European Platform for Roma Inclusion

Brief summary of the topic

The European Platform for Roma Inclusion is a platform based on meetings of the representatives of national governments, the EU, international organisations and Roma NGOs. The purpose is to stimulate the co-operation and the exchange of experience among all stakeholders with respect to successful Roma inclusion and integration policies and practices. There is a list of the meetings (dates and places) and details of the topics covered in each of these.

The second point of the work describes the documents produced during the European meeting: the guiding principles of the Platform, the organization rules of the Platform meetings, the situation of the European Roma and related mandates from the European Parliament.

Main keywords: Roma / platform / history / meeting / good practice / European Union / principle / inclusion

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3.4. Challenges and barriers in Romani employment (by *Anatoliki S.A.*, Greece)

Main questions to consider

- The current Roma position in the labour market
- The Challenges and the prospects - Forms and types of available help

Brief summary of the topic

The employment of the Roma is cut-off from the primary labour market, and the majority of the Roma population is quarantined in an informal grey economy, with no viable economic prospects and a precarious employment conditions. The purpose of this work is to consider the reasons of the Roma exclusion from the labour market, analysing the main factors such as prejudice and discrimination, poor education level, lack of qualification, economic causes and problems with documents.

The chapter focuses on the current occupations of Roma people; specific issues are also discussed such as discrimination in the labour market and in the workplace, gender and age issues like situation of women and young Roma in the labour market, and Roma employment in the informal economy.

Finally, the main challenges and new opportunities will be discussed, analysing factors like institutional and active policies in support of employment, with examples from local, national and international policies and programs, which can help Roma people to be successfully involved in employment.

Main keywords: Roma position in labour / causes of Roma exclusion / discrimination against Roma / support from local authorities / active policies / training of Roma employees / employers' responsibilities

3.5. Enhancing multi-stakeholder cooperation (by *Fondo Formación Euskadi*, Spain)

Main questions to consider

- Identification of Stakeholders
- Available EU funds and Projects
- EU Funding links

Brief summary of the topic

Who are the key stakeholders and key players in the fields of anti-discrimination in education and employment? EU countries are committed to ensuring that the Roma have the same access to fundamental rights as any other EU citizen. The role of the EU institutions is to provide a European structure (the EU framework, the European Semester) to support the work of the EU countries.

This chapter provides information on active stakeholders working on Roma integration, including Member States, EU institutions, regional and local Authorities, and it also provides a practical guide to the EU funds that support anti-discrimination projects.

Main keywords: stakeholders / EU funds / Roma

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4. TRAINING OF TRAINERS IN THE FIELD OF EMPLOYMENT

The training of trainers in the field of employment is the last part of the training toolkit and is aimed at training trainers working with Roma in the process of seeking employment or better working conditions, which includes NGO workers, social workers, career advisers, etcetera. This section is oriented to reflect on the Roma situation in terms of access to employment, to build bridges for better communication between Roma and non-Roma people, and improve Roma employment opportunities. For this purpose, Roma literature and culture are discussed, and guidance for personal development is provided. At the same time, the chapter also covers issues related to communication, active listening, public speaking, inductive education, active learning, development of cooperative skills and conflict management.

Overall, this section explores a total of 8 topics regarding employment:

1. Roles of teachers and trainers (by *The Center for Social Responsibility in the Digital Age* (SRDA), Belgium)
2. Inductive education, cooperative skills and conflict management (by *UCCU*, Hungary)
3. Roma literature and culture (by *Asociatia Mergi Inainte*, Romania)
4. Development of the Roma community and opportunities in the EU (by *Asociación Enlace*, Spain)
5. Help and guidance with the possibilities of personal development (by *Consorzio Innopolis*, Italy)
6. Communication and active listening (by *Anatoliki S.A.*, Greece)
7. Public speaking (by *Komunikujeme, o.p.s.*, Czech Republic)
8. Employment opportunities for the Roma (from legislative framework to local practice) (by *ALDA European Association for Local Democracy*, France)

4.1. Roles of teachers / trainers (by *The Center for Social Responsibility in the Digital Age* (SRDA), Belgium)

Main questions to consider

- Building the necessary bridges for better communication and understanding
- The Interactive Teaching Tool
- Activities

Brief summary of the topic

The manual has been designed to create relevant training education to build the necessary bridges for better communication and to understand Roma population (related to Roma employment issue) in order to: A) decrease the sense of disenfranchisement; B) increase the sense of belonging and membership, i.e. being part of a group and a member of society. The focus of the first chapter is on recognizing and valuing differences in others. In order to achieve this, the chapter tackles how much we know in opposition to how much we take for granted, or how we never really reflect on our behaviour. To look at how we behave and to identify and sensitize the learners to some of the areas which they need to become more aware and sensitive to. The second exercise sets the stage for the group to explore the similarities and differences in cultures, in order to better understand and communicate within the community. In order to place recent case laws in context, the third lesson will examine current cases and situations involving perceived discrimination, diversity, cultural challenges. It is critical that we are aware and sensitive to the traditions, and cultural backgrounds that separate us from other cultures and allows other groups to look at us as having different expressions and mannerism that can be misinterpreted. Thereby miscommunications and misperceptions of very traditional standards of behaviour can become critical focal points of potential discriminatory practices. The fourth section focuses on new technologies related to new career opportunities for Roma peoples.

Main keywords: recognizing and valuing differences / cultural challenges / discriminatory practices / prejudice / new technologies / new careers and opportunities

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4.2. Inductive education, cooperative skills and conflict management (by *UCCU*, Hungary)

Brief summary of the topic

According to Glasser (1988) most people learn 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they hear and see, 70% of what they talk over with others, 80% of what they do in real life, and 95% of what they teach somebody else. The aim of this topic is to provide introduction to future trainers on how to make use of the above rule, and engage their students in active learning. We also try to use this principle in our training, hence a role play activity is included at the end of this module. The topic is divided into the following main sections:

- Inductive education (Inquiry-based learning, Problem-based learning, Project-based learning)
- Cooperative skills
- Conflict management

The ideas discussed in this topic are interrelated. Inductive learning develops cooperative skills, and conflict management is an essential tool for a good cooperative work (Spronken-Smith, 2008; Brown, 2013; Vestergaard, Helvard and Sorensen, 2011; Orme-Johnson and Cason-Snow, 2002).

Main keywords: inductive and deductive thinking / active learning / critical-thinking / team-work / decision-making / cooperative skills / communication skills / conflict management

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4.3. Roma literature and culture (by *Asociatia Mergi Inainte*, Romania)

Main questions to consider
- How can literature be disseminated to Roma people?
- Can Roma literature be used as a tool in the education of Roma?
- What are the features of Roma culture?
- What are the origins of Roma culture?

Brief summary of the topic

For a better understanding of Roma identity, the topic takes into account Roma literature and culture from a historical point of view. For this purpose, some of the most significant Roma authors are considered, such as Alexander Germano (1893-1955) (*The Worm gnaws*, 1915), Matéo Maximoff (1917-1999) (*Les Ursitory*, 1946), Ali Krasnići (1952-) (*Oh you, my old Nasife!*), or Bronisława Wajs "Papusza" (1910-1987) (*Songs of Papusza*, 1956). This exploration lets the reader know how diverse Roma literature is, given that the Roma is a diverse population living in many countries.

At the same time, several cultural characteristics are defined: origins of their culture and their language, social organization, roles of family members (including a gender perspective), morality, spirituality and religion issues... Relationships with other communities and the role of blacksmithing and locksmithing in the development of Roma culture are also highlighted in the chapter.

Main keywords: Roma literature / Roma culture / diversity / social organization / identity

4.4. Development of the Roma community and opportunities in the EU (by *Asociación Enlace*, Spain)

Main questions to consider

- What would be the basic principles according to European Union guidelines for the inclusion of Roma? How to make these principles come true?
- Where and when to train Roma partners, children, youth and families?

Brief summary of the topic

This topic delves into the importance of eradicating ethnic segregation at schools and leads us to discuss the EU's fundamental principles for social inclusion of minorities, including Roma population. In order to reach this objective, it is necessary to generate constructive, evidence-based, pragmatic and non-discriminatory policies, to focus explicitly but not exclusively on a certain minority, to foster equal opportunities and intercultural approaches, to be aware of a gender dimension, and to secure the active involvement of regional and local administrators, civil society and minorities, including the Roma.

Main keywords: vulnerability / minority / Roma / EU policies / intercultural approach

4.5. Help and guidance with the possibilities of personal development (by *Consorzio Innopolis*, Italy)

Brief summary of the topic

The objective of the topic is to enable to support Roma youth with mapping out a plan to acquire and develop the skills necessary to enhance and improve their opportunities in personal development and set out reliable and smart goals, specifically in the context of employment and labour market.

Moreover, the topic aims to be a capacity building tool to create Roma-friendly services for the primary targets of the project, to strengthen employment opportunities for Roma population and enhance the knowledge and skills of key actors and trainers in how to provide friendly services for helping professional development without stigmatizing and labelling people for being Roma. The topic is divided into the following main sections:

- Techniques of self-evaluation
- Development of a personal plan
- Practical tools to guide young Roma to access employment

Main keywords: self-empowerment / cooperative learning / self-evaluation / social skills

4.6. Communication and active listening (by *Anatoliki S.A.*, Greece)

Brief summary of the topic

The topic entitled "Communication and active listening" intends to give a more thorough description of communication between people, analysing the different types of communication, the different ways in which communication may take place, describing the meaning of "effective communication", analysing the different contexts within a communicative situation, the role that personal feelings may have during any type of communication and the importance of self-esteem and mutual respect during any type of communication.

Moreover, the topic further analyses and presents the meaning and the role of active listening as an effective type of communication.

Main keywords: active listening / communication / feelings / self-esteem / mutual respect

4.7. Public speaking (by *Komunikujeme, o.p.s.*, Czech Republic)

Main questions to consider

- What can help to create interest during the public speaking?
- How should PPT presentation look like?
- What are the methods to prevent nerves from public speaking?

Brief summary of the topic

This topic is about how to set the goals of public speaking with regards to the audience and person who delivers the speech. These factors influence the structure, the conclusion and the overall approach to the topic at hand. Useful tools for presentation are prepared including different interactive elements to increase the involvement of listeners.

The representation of the speaker and how it is connected to sustaining the attention of the audience is also an important topic. Humour as a tool is also discussed even if using humour may be difficult as it largely depends on the speaker's personality and disposition.

Finally, all issues will be connected through an example of a public speech. At the end of the chapter the limitations and the culture-specific characteristics of the method used will be mentioned, based on the experience of the authors.

Main keywords: speaking / presentation / work with audience

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4.8. Employment opportunities of the Roma (from legislative framework to local practice) (by *ALDA European Association for Local Democracy*, France)

Main questions to consider

- Why should the Member States provide and ensure access for Roma people to employment opportunities?
- What are the public and private sector initiatives that can be implemented in order to provide and ensure access for Roma people to employment opportunities?

Brief summary of the topic

One of the main tools and measures for the social inclusion of the Roma people in the local communities is to ensure access to employment and to opportunities for employment. Specifically, EU Member States should grant the Roma people full access in a non-discriminatory way to vocational training, to the job market and to self-employment tools and initiatives. In order to achieve this, Public Employment Services can reach out to the Roma by providing personalised services and mediation. This can help attract Roma to the labour market and thus increase their employment rate.

Under the topic "Employment opportunities of the Roma" various tools, methodologies and programs for ensuring access for the Roma people to employment opportunities are being described and presented.

Main keywords: access to employment / integration strategies / employment programs / employment opportunities

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Recommended resources

Active labour market policies (2016): https://ec.europa.eu/info/sites/info/files/european-semester_thematic-factsheet_active-labour-market-policies_en.pdf

Bernard van Leer Foundation (BvLF) (Netherland): https://bernardvanleer.org/

Common Basic Principles to effectively address the inclusion and integration of Roma: http://ec.europa.eu/justice/discrimination/roma/roma-platform/meetings_en.htm

Diversity in Early Childhood Education and Training (DECET): http://decet.org/contact-us/

Draft Joint Employment Report from the Commission and the Council (2016): https://ec.europa.eu/info/sites/info/files/2017-european-semester-draft-joint-employment-report_en_1.pdf

Early childhood services provided for Roma children and their families: http://ec.europa.eu/justice/discrimination/files/fourth_romaplatform_meeting_report_en.pdf

Education and root causes of Roma exclusion from quality, mainstream education: http://ec.europa.eu/justice/discrimination/files/romaplatform2_minutes_en.pdf

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Fundamental Rights Agency, Roma: http://fra.europa.eu/en/theme/roma

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Inclusive schools: developing a practical approach: http://www.sess.ie/sites/default/files/SESS%20Insert3.pdf

Information campaign 'For Diversity. Against Discrimination' www.stop-discrimination.info

International Step by step Association (ISSA) (Netherland): http://www.issa.nl/content/contact

Local Engagement for Roma Inclusion (LERI) - Multi-Annual Roma Programme: http://fra.europa.eu/en/project/2015/local-engagement-roma-inclusion-leri-multi-annual-roma-programme

Los Romá/Gitanos y la enseñanza Desafíos y Oportunidades en la Unión Europea (2012): www.presenciagitana.org/INFORME-CE-LosRomaylaensenanza-ES.pdf

Myths and stereotypes about Roma people: http://www.czechkid.eu/si1360.html

National Roma Integration Strategies (2014): http://ec.europa.eu/justice/discrimination/files/roma_implement_strategies2014_en.pdf

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Open Society Foundation (OSF) (USA): https://www.opensocietyfoundations.org/

Organization for security and co-operation in Europe (OSCE) (Austria): http://www.osce.org/contacts

Pestalozzi Programme Training Units on Physical Education and Sport for Democracy and Human Rights (SPORT): https://pestalozziprogrammelibrary.wordpress.com/category/type-of-resource/teaching-and-training-resources/

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Roma Initiatives Office: https://www.opensocietyfoundations.org/about/programs/roma-initiatives

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