European Youth Against Antigypsyism

Toolkit

I.   Youth and Youth With Fewer Opportunities Against Antigypsyism

From childhood, we are explaining ourselves the world around us in primary categories. Elderly thought us about "Gypsies" as some groups of people with different culture than "our's", causing to see them as out-groups. But why does this deviation from majority exists? In the first place, why is it more difficult to become a part of the group, if you are different? The main idea of this workshop is to show young people how our brain work and make them cto consider why we tend to think the way that is unfair to others. As some of the actions are purely evolutional, being aware of it can alternate our behaviour.

THEME: exclusion, identity, stereotypes, prejudice, discrimination

GROUP SIZE: 9 – 40 participants

TIME: 60 minutes

OVERVIEW: Explanation on group formation will be provided through concept of similarity. Following science, human being tends towards group formatting with similar peers due to attractiveness, easiness and safety. On the other side, being excluded causes physical pain, but the people still need something to distinguish themselves. Understanding of psychological processes will enhance capacity to understand, tolerate and support diversity.

RELATED RIGHTS:
- No discrimination
- Equality
- Freedom

OBJECTIVES:
- To understand psychological processes that cause exclusion and tendency towards similarity
- To understand the differences between biological mechanisms and individual constructs of group formation
- To avoid the biased differentiation, segregation and discrimination

MATERIALS:
- Markers
- Flipchart
- Post-it papers

PREPARATION:
- Prepare the chairs and papers in a spacy classroom

INSTRUCTIONS:

1. Distribute the empty post-stickers and ask participants to write one of their personal characteristics on the paper. Next, they should try to find the other participant with the same written characteristic.

2. Pick-up 3 to 5 persons with the most interesting characteristic and write the words on the flipchart. Ask other participants to ascribe themselves into one of these categories by standing in group with the chosen person.

3. Reflect on the happening. Did they have difficulties in describing themselves? Did they have difficulties ascribing to the characteristic of another person? Why so?

4. Once the groups are formed, ask them to reflect and write down a case, when their same characteristic was a reason for exclusion or acceptance.

5. Groups should present the cases. Make sure they share how they felt during the situation they are describing.

6. Summarize the outcomes and provide the theoretical background for the actions, supported by famous socio-psychological experiments.

7. Discuss the applications on a real-life environment and situations with Roma communities.

DEBRIEFING AND EVALUATION:

- Why different cannot be included? Demonstrate background knowledge on psychological processes.
- How bad is to be excluded? Provide example of negative practice and its effects.
- What can be done to be included? Provide the example of a good practice.
- Does it work? Critically evaluate it.

TIPS FOR FACILITATORS:

Explaining psychological through concept of similarity should be broken to three categories:

Similarities are attractive due to validation of our beliefs, mutual liking, smooth interaction and dissimilarity repulsion.

Similarities are easy – they contribute to the organisation of our world, social categorisation and are the answer to our need of belong. Underlying brain processes are stereotypes that can evolve to prejudices and ultimately discrimination.

Similarities are safe – why we do what we do, if we are going to die anyway? We become immortal by ascribing to a cultural view. Lack of complementation with cultural view may result in existential anxiety, as alternate views might suggest we are wrong.

Belonging is a primary instinct – exclusion triggers brain's areas for physical pain.

SUGGESTIONS FOR FOLLOW-UP:

Encourage the group to further explore the underlying biological and societal processes that make them think the way they do.

FURTHER INFORMATION:

Ostracism ; A Scientific look at shunning & the effects on those ostracised. 'The Silent Treatment': https://www.youtube.com/watch?v=x__UISHl9MU

Similarity – Attraction Theory https://www.youtube.com/watch?v=Oqv0e71eaGw

Death Anxiety https://www.youtube.com/watch?v=H0wlQVbAXRs&vl=es

II.   Youth Organisations and Leaders Against Antigypsyism

Stakeholders in youth sector, especially youth organisations and youth workers have the potential to address the issue first-hand. Youth organisations should be accessible to all youth, regardless the cultural, economic or societal background of the youth within the local environment. Youth workers must have the skills to work with youngsters with fewer opportunities, however, the training is desired in order to prevent the possible conflicts and ensure maximized inclusion of youth within the actions of youth policies.

The main idea is to provide youth organisations and youth workers with the framework and tools to include youth with diverse backgrounds and maximize the learning experience for all involved in activities. Moreover, the youth workers and participants will be able to recognize the potentially conflict situations and apply suitable interventions to it.

THEME: Diversity, Human Rights, Conflict Resolution, Roma youth
GROUP SIZE: 5 - 40 participants
TIME: 90 minutes
OVERVIEW:
The participants will be able to recognize potential conflict situations and be able to choose the most suitable intervention to prevent the conflict and build the group cohesion.
RELATED RIGHTS:
- Freedom of expression
- Right to equality
- Right to freedom from discrimination

OBJECTIVES:
- To encourage youth organisations and workers to include youth with fewer opportunities, including Roma youth
- To provide organisations with insights on managing diversity
- To educate youth workers on suitable interventions to tackle discrimination

MATERIALS:
- Markers
- Posters
- Flipchart

PREPARATION:
- Prepare the cases of discriminatory actions applicable to the environment of the workshop
- Create the evaluation questionnaire

INSTRUCTIONS:

1. Elaborate on the key concepts of diversity, such as stereotypes, prejudices and discrimination. Discuss the everyday procedures within the organisations and overview the current practices on dealing with diversity.

2. Divide the participants to groups of 3 – 5 people per group. Provide them with print-outs with imaginary scenarios of potential conflicting situations within their work environment. Ask them to reflect on the situation through the given questions for debriefing – this activity should take at least 10 minutes.

3. During the groupwork, reflect on the gathered information from point 1 and prepare a list of possible interventions and new practices that could be implemented within their work and organisation. You will use this during debriefing. Be available for the group to provide additional clarifications during their activity.

4. Ask the groups to present their findings within 3 minutes each. After each presentation, give space for 1-3 questions, then summarize and express potential questions. Leave potential answers for the next step – group discussion.

5. Facilitate 20 minutes of group discussion on the potential solutions that youth workers would apply within the organisational contexts. Make sure to get insights from participants with different profiles.

6. Provide the theoretical insights and present the main interventions and principles, such as recognition, belonging, identity, multiculturalism and colour-blindness.

7. Discuss with participants, how these principles could be applied on the scenarios during the group work. Seek new ideas to improve their work and organisational culture.

8. Discuss how they could prevent discrimination in various contexts? What can they do as individuals and as an organisation? The chosen new ideas and applied practices will be archived as a poster, which should be done by one of the participants.

9. Conclude the workshop with suggestions on the practices that organisation should have to minimalize discrimination in the workplace and their users.

DEBRIEFING AND EVALUATION:
- How you think the discriminated person in scenario felt?
- What do you think the person causing discrimination was trying to achieve?
- How would you intervene to deescalate situation?
- What would be the consequences without your intervention and what would be the final outcome?
- How would you prevent such situation in the future?

TIPS FOR FACILITATORS:
As the workshop addresses youth workers and organisations, the focus should be to minimize the effects of nationality and culture on the identity of an individual within the settings. Your aim is to crate space for diversity.

Remember:

Stereotypes are the universal brain's mechanism to organize information. While prejudices are emotionally charged stereotypes, discrimination is a negative act.

Each individual must first belong to the group, then he should be recognized as individual. Encourage team-building activities, call participants by their names and make sure their ascribed identity is only a part of their personal identity which group should recognize.

The scenarios which you are preparing should be related to actual work settings, for example at recruitment processes, performance evaluations, participation within the group activities, …

The interventions should follow the principles of colour-blindness, where you do not encourage ingroup-outgroup formation based on cultural characteristics. Moreover, organisational practices must be focused on result, based on clear communication. Individual cultural traits could be used as an advantage.

SUGGESTIONS FOR FOLLOW-UP:

Ask them to maintain the awareness of own ingroup-outgroup thinking during their everyday work and suggest them to avoid any language that would further divide the co-workers or customers.

Provide them with basic readings and your contact for possible further clarifications or collaborations.

FURTHER INFORMATION:

Schaafsma, J. (2006). Ethnic Diversity at Work. Diversity attitudes and experiences in Dutch organisations. Amsterdam: Aksant Academic Publishers.

Super-diversity in societies explained by Steven Vertovec: https://www.youtube.com/watch?v=5-AHVnHxT38

III.   Decisionmakers Against Antigypsyism

Roma communities are trying to be self-organized through various legal forms such as NGO's, Associations, Social Enterprises, etc. in order to create a better future for their own community and organize activities that could promote their cultural heritage, increase their employment opportunities, their social inclusion and their level of collaboration with the civil society. All these activities that they are trying to organize, need funding in order to be successfully implemented. Getting funds through public tenders is one of the main issues for Roma organizations as many of these tenders are written in a complex way and those who are applying for public tenders need prior knowledge related to the application process. Due to the lack of acquired formal education among Roma community and the complexity of application forms, Roma organizations rarely apply for public funds that would help enrich their activities. When they do apply for funds, they rarely get a positive response, which negatively influences their level of motivation and the quality of programs they're running. Throughout the project, we discussed various measures that could benefit Roma communities with additional support that could increase their competitiveness while applying for funds. One of the main issues is that the decisionmakers that are evaluating applications, lack the specific knowledge on Roma communities and do not have an in-depth understanding of their backgrounds, which makes it difficult for them to include the principles of positive discrimination into their consideration.

THEME: Discrimination, Positive Discrimination, Decisionmakers, Roma Community

GROUP SIZE: 5 – 10 participants

TIME: 90 minutes

OVERVIEW: Through the methods of non-formal learning, the decisionmakers get familiar with issues of Roma community that influence their ability to apply for public tenders, they develop strategies that could improve the situation and learn to be more emphatic towards Roma Community.

RELATED RIGHTS:
- No discrimination
- Equal opportunities
- Right to Cultural, Artistic and Scientific Life

OBJECTIVES:
- To make decisionmakers aware of the skills and competences of Roma organizations in relation to their ability of applying for the public tenders
- To make decisionmakers aware of the principles of positive discrimination
- To raise awareness about Roma community's attempts to actively participate in the public space through implementation of the projects,

- To create strategies through which decisionmakers could offer support minority members in trying to acquire funds for implementing projects that would positively impact their social inclusion

MATERIALS:
- Short text and a simple application for a tender in Roma language
- Results of public tenders done by ministries and national agencies in which the projects applied by Roma organizations are marked
- Blank papers and markers
- Flipchart

PREPARATION:
- Create a very simple example of a public tender and a very simple application form, translate it into the Roma language
- Search for various results of public tenders (on national or local level) in which Roma organizations have participated,
- Contact a representative of a local Roma organization and invite him/her to participate in the activity in order to give more details about the issues they're trying to overcome while applying for public tenders

INSTRUCTIONS:
1. Ask the group of participants about the number of approved projects created by Roma organizations in the past year. Through the answers of the participants you'll be able to conclude that the number of these projects is low.

2. Distribute the results of national or local public tenders from the past year; give each person their own results, ask the participants to mark the approved and declined projects for which Roma organizations have applied and share their findings.

3. The results will still be the same – there is a very low number of approved projects by Roma organizations and there will be quite some Roma organizations that applied for public tenders, but their applications weren't approved.

4. Create an open discussion about the reasons why Roma organizations aren't being successful while applying for public tenders. Ask each person to give at least three reasons they can think of. Ask Roma representative to give additional examples why they aren't as successful as other organizations.

5. Distribute a simple example of a public tender and the application form in Roma language. Give the participants 15 minutes to fill in the information (they can use

smartphones, computers, etc.). During the 15 minutes they can communicate with a Roma representative who can only reply in Roma language.

6. Ask the participants about how they felt while they were trying to complete the task. Most of them will reply that they felt frustration, they couldn't understand and complete the task due to the language barrier. Present that this is often a problem that occurs for many Roma people as Roma language is their mother tongue and they often cannot communicate in other languages as well as they can in their own language.

7. Split the group into two parts. Ask them what kind of service they could offer to Roma organizations so they could be more successful while applying for public tenders. Make them write their ideas on the flipchart and present their ideas.

8. Discuss the ideas together, think of which of these ideas could really be implemented, ask the Roma representative to give his/her own opinion on the suggested measures.

DEBRIEFING AND EVALUATION:
- Were you aware of the issue before the workshop? Did you ever discuss it with your colleagues in order to create measures that could empower Roma organizations that are applying for public tenders?
- Did you find the workshop useful? Do you think Roma community members should be more involved into the decision-making process?
- Do you think the ideas you came up with could easily be implemented into your work? If yes, what will you do to implement these ideas? If no, why so?
- Do you think public tenders which are meant specifically for Roma organizations should be simplified in order to provide various Roma organizations with equal opportunities?
- Would you recommend this workshop to other colleagues that work with Roma community? Why yes or why not?

TIPS FOR FACILITATORS:
Do a lot of research before you run this workshop as it works the best when it's adjusted to the specific (national, regional, local) environment.
It is needed to include the representative of a Roma organization into the workshop. Search for a reliable person that already has some experience with applying for public tenders in order to create fruitful discussions that could benefit both; decisionmakers and Roma community.
Gather materials and prepare a report, which can later be sent to decisionmakers on national level in order to make them aware of the possible measures that could ensure equal opportunities for Roma community.

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Implement this workshop for a group of participants that are coming from different institutions in order to monitor a variety of measures national institutions have developed while collaborating with Roma minority.

SUGGESTIONS FOR FOLLOW-UP:
Ask the participants to discuss the issues that were pointed out during the workshop with their colleagues at work and disseminate the results of the workshop. Provide all the participants with your contact so they can contact you for any further details related to the topic. Ask the participants to inform you if they'll undertake some measures that could support Roma organization in the process of applying for tenders.

IV.   Roma Women Against Antigypsyism

Roma women are being one of the most discriminated and vulnerable sub-groups within the society. On one hand, they're discriminated by the civil society, while on the other hand, they're also being discriminated within their own Roma communities, in which the patriarchal views are still very present, therefore many of these women believe their roles are limited to their households. Roma women are often aware of the issue of being discriminated by the civil society, while they're less aware of the discrimination within their own – Roma communities as they often do not recognize the issue of gender-based discrimination within their own community.

Our main idea is to empower Roma women with basic knowledge on discrimination, various types and levels of it and to encourage them in order to be able to recognize discriminatory behaviours and take a stand against them. As the topic of discrimination among Roma women is quite a sensitive one, we should respect the information/content/conversation confidentiality and the ethical code.

THEME: Discrimination, Human Rights, Roma community

GROUP SIZE: 5 – 10 participants

TIME: 90 minutes

OVERVIEW: Using media reports that are directly linked to Roma communities and Roma women participants discuss the general ideal of Roma community within the civil society, participants give their own examples of encounters with discriminatory behaviours and create ideas related to the topic of how to deal with various types of discrimination.

RELATED RIGHTS:
- No discrimination
- Freedom of thought and religion
- Right to democracy

OBJECTIVES:
- To make Roma women recognize various types of discrimination
- To make Roma women re-think their role within the society and their community
- To develop strategies that would make it possible for Roma women to address the issues of discrimination
- To prevent discriminatory views among Roma community

MATERIALS:
- Articles from media in which Roma community is mentioned (1 article per participant)
- Markers
- Cards on which the types of discrimination are listed

- Flipchart

PREPARATION:
- Search and print the articles from media based on the number of participants
- Create cards on which various types of discrimination are listed
- Create the evaluation questionnaire

INSTRUCTIONS:
1. Ask the group of participants how they imagine discrimination? Make them think of examples of discrimination that they've heard of. Try to guide the participants to think of the definition of discrimination. If they cannot come up with a conclusion, present the following definition*: treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, sex, sexuality, etc.*[1]

2. Distribute the media articles (one article per participant) that are addressing the Roma community. Ask the participants to individually read the articles and mark the words that they think are being discriminatory towards Roma community. Give the participants 15 minutes to read the article.

3. Ask the participants to present their discoveries of discrimination of Roma within the articles. At this point usually Roma women recognize that the media mostly spreads negative information about Roma, which later-on reflects on the whole community, not just the individuals mentioned in those articles. Ask what the most common stereotypes about Roma are and ask if they ever get discriminated in relation to those.

4. Ask the participants to form two groups and distribute the 'discrimination cards' to both (same cards for both groups). Ask the first group to discuss various types of discrimination in relaton to civil society and the other group to discuss the same types of discrimination in relation to Roma community. Ask participants to write the examples on the flipchart and present their experience with discrimination to others.

5. Discuss the outcomes and ask a question of how they could prevent discrimination in various environments? What can they do as individuals? What can they do as a community?

6. Conclude the workshop with informing the participants on how to report discrimination, based on the national laws in order to make them aware that they can legally report incidents in which they are being discriminated.

DEBRIEFING AND EVALUATION:
- Was it difficult to define the term discrimination? Did you have the ability of defining it by yourself, do you now have a better understanding of what discrimination is?
- Did you easily find examples of various types of discrimination? If yes, why do you think that's the case?
- Was it easier to work in a group or individually?
- Do you think stereotypes are linked to discrimination? How?

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[1] Source: https://dictionary.cambridge.org/dictionary/english/discrimination

- Do you think Roma women are being more discriminated than male members of Roma community?
- Do you ever consider you're being discriminatory towards someone? Why?
- Would you ever consider reporting discrimination? If no, why wouldn't you do it?
- Distribute overall questionnaire through which the participants can evaluate their satisfaction with the activity.

TIPS FOR FACILITATORS:

As the activity is meant for female members of Roma community, we would recommend that the activity is facilitated by a woman/women, as it is going to be easier to create the mutual trust, needed for Roma women to share their own experience related to discrimination.

Many Roma women did not have a chance to obtain the basic education, therefore many have problems with literacy. Provide interpreter if needed or facilitate the activity with at least one more person who will be able to support the participants while reading and analysing the media articles.

When searching for media articles, try to find at least one or two that write about Roma community positively.

When discussing the discrimination within the Roma community, be careful not to cross the line as this is a very sensitive and personal topic. If you see that the participants aren't being comfortable with the way in which the discussion is leading, make sure to change the flow of the discussion.

Provide the participants with information about how to report discrimination in a simple way that they will understand, lead them through the process of reporting discrimination if needed.

SUGGESTIONS FOR FOLLOW-UP:

Encourage the group to further explore the discrimination in their daily lives. Give them your contact in case they'll face discrimination they'd like to discuss in the future or in case they would ever need assistance while reporting discrimination.

FURTHER INFORMATION:

List of relevant articles:

Roma Civil Monitor

https://cps.ceu.edu/roma-civil-monitor

Roma Women in 9 EU Member States

https://fra.europa.eu/en/publication/2019/roma-women-nine-eu-member-states

Roma integration in the EU

https://ec.europa.eu/info/policies/justice-and-fundamental-rights/combatting-discrimination/roma-and-eu/roma-integration-eu_en

Fundamental Rights Report 2019

https://fra.europa.eu/sites/default/files/fra_uploads/fra-2019-frr-chapter-5-roma_en.pdf

Human Rights of Roma and Travellers in Europe

https://rm.coe.int/the-human-rights-of-roma-and-travellers-in-europe/168079b434

V.   Romani odyssey

THEME: history of Roma people

DURATION: 3 hours

NUMBER OF PARTICIPANTS: 10-25 participant

OVREVIEW: analysis of historical sources, knowledge of the main phases of Roma history

OBJECTIVES:
The activity aims to support participants to reflect about Roma history through the analysis of various sources.
The objectives are:
• To get to know the main phases and events in the history of Roma in Europe, such as the Porrajmos (or Samudaripen) ,the civil-rights movements, the first World Roma Congress, Famous Roma and Sinti people in the world , etc.;
• To familiarize participants with different historic sources and support participants to critically analyze them;
• To clarify relevant terminology such as social reference point, narratives, oral history, integration, inclusion;
• To understand the link between Romani movement and the need of a Roma narrative to support legitimacy;

PREPARATION:
• Prepare yourself on issues related with Roma history. Make sure to have enough knowledge to clarify participants' questions and/or ensure the presence of an expert in the session.
  • Depending on the size of the group, prepare 5 to 8 different historic sources.
   Each hand-out should include guiding questions to support the working groups to analyze the source.
  • Ensure that you have thoroughly gone through the sources and are able to clarify questions related with their origin, intent, critique.

INSTRUCTIONS:

Step 1	Introduction to Roma history and to relevant terminology	(90 minutes)
Step 2	Small group work on historical sources	(45 minutes)

Step3   Plenary   (45 minutes)
                            presentation   of
                            the   work   and
                            debrief

Step 1: Introduction to Roma history

Introduce participants to the main phases of Roma history by introducing their main characteristics. You can build a timeline together with them, making use of the knowledge the group already has. You can make use
of the timeline suggested by the publication "Factsheets on Roma history" https://www.coe.int/en/web/roma-and-travellers/roma-history-factsheets
Ask participants if they know any tales/stories about their ethnic or national groups' origins. Share with them one of the fairy tales about the origins of Roma and discuss about the importance of stories on ethno-genesis.
Clarify with participants the important terms for further discussion, such as: history, narrative, historical source, minority, reference point.

Step 2: Small group work on historical sources

Split participants in small groups and distribute to each group a historic source to analyse. Ask them to read the texts, and use the guiding questions to analyse the source. You can use the sources in the appendix or prepare others that are relevant at the local level. For each of the sources, the groups will find general guiding questions and specific ones.
The groups should be able to summarize the conclusions of their discussions in a 5 minute presentation to the plenary.

Step 3: Presentation of the group work

Ask participants to present the results of their work in the plenary. Allow only clarification questions at this moment from the group.

DEBRIEFING AND EVALUATION:

Lead a discussion with the group on the following questions:
• Do all sources have a historical relevance? Why? Why not?
• What are the differences between the Roma and non-Roma narratives? What makes the difference relevant?
• What is the importance of Roma narratives on Roma history for a Romani social movement?
• What is the importance of oral history for the Roma narratives?
• What is multiple perspectives in historical writing? How can we have a narrative accepted by the mainstream?

TIPS FOR FACILITATORS:

The work with sources is very important in the small working groups, especially the discussion among participants. If the participants do not follow the guiding questions, the facilitators can remind them, but try not to influence the discussion too much.

ADAPTATIONS:
You can use sources relevant for the local history of the Roma community. You can also transform the introductory part into an activity of its own to allow participants to learn more about the history of the Roma.

Ideas for action and follow-up
•	Young people can do a research on history school books to see if there is any information about Roma or other minorities and how this is presented.
•	Invite young people to do interviews in the community about important events in history of the Roma (i.e. interviews about the Holocaust)

MATERIALS:
•	Sources for group work
•	Projector with screen and speakers
•	Flip chart paper and markers for group presentations

QUESTIONS AND KEY POINTS OF THE CHARTER:
•	What is the source about?
•	What makes the source Roma or Roma-related?
•	What is the target group for the source?
•	Was the source produced by Roma or non-Roma? Why?
•	Do Roma know the source?
•	What are the main issues addressed in it related to the social inclusion of Roma?
•	How does the Charter define Roma History?
•	According to the Charter what does Romanipe mean?
•	How would you define the target group of the Charter?

1
Roma is; who avows oneself to the common historical Indo- Greek origin, who avows oneself to the common language of Romanes, who avows oneself to the common cultural heritage of the Romanipe.

2
Every person of our people has the right to self-determined designation, identity and community. Every person has the right to freely practice his/her religion, culture and tradition. Romanipe is based on unity through diversity.

3
States shall ensure that Roma history, origin and fate, persecution and community are included in school curricula. To this end, States and international institutions shall develop

such curricula in collaboration with Roma institutions and integrate them without delay into their educational systems.
4

For more than six centuries, we Roma have lived here in Europe. Our history has been marked by Antiziganism1 , slavery, discrimination, persecution, expulsion, violence and genocide; this history has been written with our people's blood.
5
We Roma have been deprived of recognition as a national minority group so far. Traditionally, we are regarded as a social fringe group, as a social problem that is to be "integrated" by means of disciplinary measures and state repression.
76Our fate has been determined by self-appointed experts and specialists; our history has been written by linguists and gypsyiologists.
7
By discrimination against our language, customs, tradition and culture, by falsification of our history and our identity, the breeding ground for European Antiziganism was created.

CONCLUSIONS & FOLLOW-UP

.The evaluations of the seminars will conduct with written questionnaires, in order to get an individual perspective of the participants. The questionnaire look into the personal experience, reflections of certain sessions and overall impressions and learning achievements. Additionally, we will conduct some evaluation activities in order to get a group perspective and interactive evaluation on a series of issues. We will set up four corners in the room. In the first corner (graffiti wall) the participants can leave a last message for the group. In the second corner they will have to put a point on a target, where we asked how familiar did they become with the main topics of the study session (challenging antigypsyism). In the third corner they will have a more personal task, they will be asked to share a secret with each other. In the last corner the participants will be asked to reflect what their biggest surprise was during the seminar and during the week.

LINKS:
https://www.coe.int/en/web/roma-and-travellers/roma-history-factsheets

VI.   Teachers Against Antigypsyism

In schools, especially those with students from different ethnic groups, including Roma, conflict situations of bullying, discrimination, exclusion, hate speech, etc. are very common. Part of the obligation of teachers is to try to prevent such situations, resolve conflicts, and better be able to distinguish them when they arise. Unfortunately, the majority of teachers working in a multicultural environment have not received training to deal with such situations.

The idea of the workshop is to identify the most common conflict situations in schools with students of different ethnicities, with an emphasis on Roma students, and to gather information on the most commonly used practices by teachers to prevent these conflicts. The exchange of good practices from different schools will enable the most successful ones to be identified.

THEME: preventing harassment and hate speech, conflict resolution, Roma students

GROUP SIZE: 10 - 20 participants

TIME: 90 minutes

OVERVIEW:

Participants will be able to recognize and prevent conflicts between students and will have different options for solving them, which have been tested in real-world settings.

RELATED RIGHTS:

• The right to equality
• Right to freedom from discrimination
• Right to education

OBJECTIVES:

•   Encouraging teachers to recognize and prevent conflict situations
• Identification of good practices for dealing with conflict situations in mixed schools
• Teaching teachers appropriate interventions to tackle discrimination, harassment, exclusion, hate speech, and more.

MATERIALS:
• Markers
• Paper
• Flipchart

PREPARATION:
• Prepare the hall with separate places for 3 to 5 groups
• Create an evaluation questionnaire

INSTRUCTIONS:
1. Discuss with the participants the daily conflict situations in schools and the most common causes of their occurrence.

2. Divide the participants into groups of 3 to 5 people, preferably with at least two different schools in each group. Spread some paper and markers to participants.

3. Ask the participants to identify a conflict situation that they consider to be present in all schools represented in the group. Let them discuss measures for preventing and resolving these conflicts, which are undertaken individually by each, and to choose the one that they consider most appropriate and successful.

4. Ask the groups to present their results within 5 minutes each. After each presentation give 2-3 minutes for discussion.

5. Conduct a 15-minute group discussion, ensuring that it ends with a selection of the two best practices in conflict prevention at school. Prepare a poster containing the conflict situations considered and the prevention measures chosen.

6. Discuss with the participants how the various best practices presented can be incorporated into the daily work of the different schools.

7. Ask participants to complete the evaluation questionnaire.

DEBRIEFING AND EVALUATION:
• How do you think Roma students feel in different conflict situations?
• Do you think that identifying a future conflict before it occurs will reduce their number?
• How would you react in identifying a potential conflict?
• How would you react to a pre-existing conflict?
• Would you apply some of the best practices presented in your work?

TIPS FOR FACILITATORS:
In order to extend the scope of the conflict situations under consideration, make sure that at least five different schools are represented in the group.
It is good for participants to include teachers with different specialties as well as those working with different age groups.
Try to involve participants from both Roma schools and those that involve students of different ethnic backgrounds.
To prepare for the seminar try to find information about similar conflict situations from other schools, and examples from other countries as well.

SUGGESTIONS FOR FOLLOW-UP:
Ask participants to try to apply any of the best practices suggested in their work and to give feedback on the outcome.
Give them the information you have gathered in advance for examples from Bulgaria and abroad and provide your contacts for any further clarification or cooperation.
FURTHER INFORMATION:
Best Practices of Non-Violent Conflict Resolution in and out-of-school. Some examples
https://www.unicef.org/violencestudy/pdf/Non-violent%20conflict%20resolution%20-%20schools.pdf

Resolving Conflict in the Classroom
https://www.learnersedge.com/blog/resolving-conflict-in-the-classroom