

**TOOLBOX OF SMART PARTICIPATORY
METHODS AND TOOLS
FOR STIMULATING INCREASED INVOLVEMENT
AND ACTIVE PARTICIPATION OF ROMA
COMMUNITY MEMBERS**

DREAM ROAD

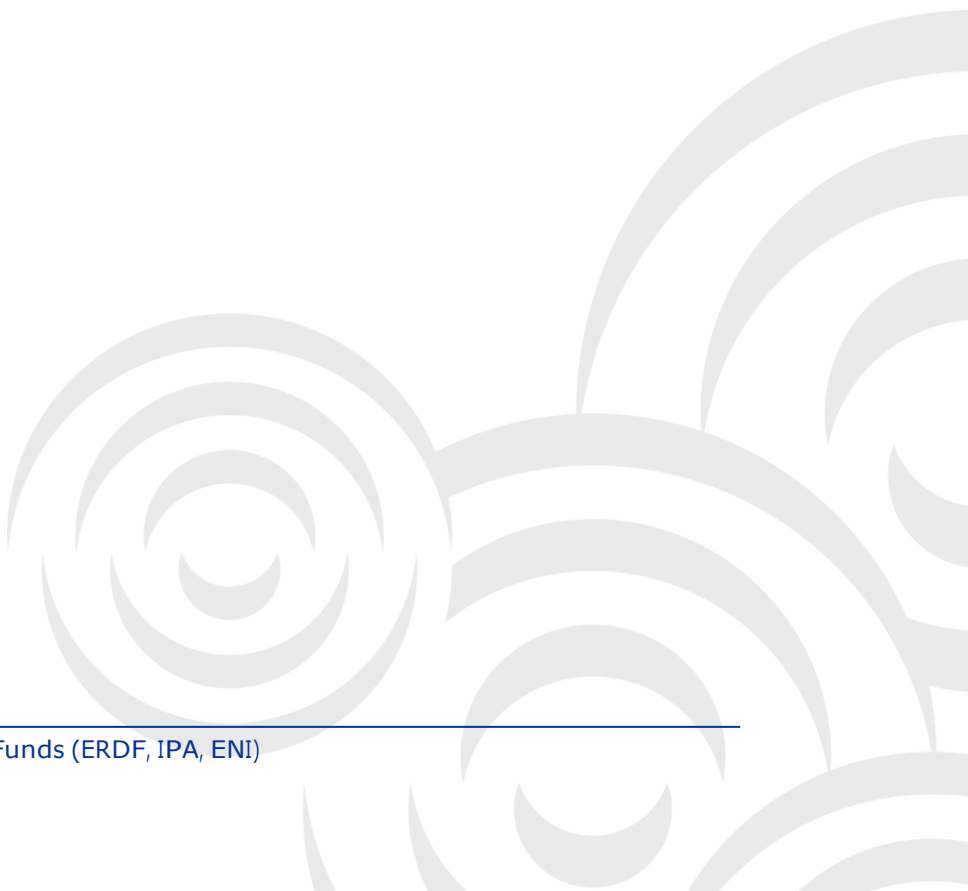
**Danube REgion for improved Access and eMpowerment of
ROmA Development**

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The material was created with contribution of all partners involved in this project under the coordination of Prof. Marius Vasiluta Stefanescu.



The project DREAM ROAD builds capacities of public bodies to better cope with Roma issues through innovation and dialogue, providing community representatives with the know-how to achieve lasting impact. The long-term objective is to create enduring and meaningful, transparent and interactive processes stimulating mutual responsiveness of all societal actors. Transnational framework will allow for implementation of transferrable solutions, tested in locally specific environments, which will serve as guidelines in future policymaking.

Exclusionary dynamics of social inequality and poverty are mirrored in every aspect of daily life of Europe's 10-12 million Roma people. In recent years, hope of progress has been shattered by hardened political discourse with particularly harsh impact on Roma, living in overwhelmingly poor conditions on the margins of society and facing extreme levels of social exclusion. DREAM ROAD seeks to empower members of Roma communities to become agents of change.

Participatory development of novel interventions to enhance digital, information and functional literacy of Roma people and establishment of broad alliances in their implementation are key results expected of the project. Meaningful cooperation of Roma communities, public authorities and local communities is key in achieving success in implementation of such community ecosystems.

The project consortium comprises of 15 partners from 10 countries of the Danube region and 14 associated partners.

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Chapter I

Introductory notions

This part of the project aims to achieve a collection of participatory methods and activities used to increase the involvement and inclusion of members of Roma communities, but also of other disadvantaged groups. Participation is a process through which people become involved, to some degree, in development processes (Geilfus 2008), and is characterised by:

- building collective knowledge with stakeholders,
- doing things together better to improve well-being in society,
- implementing co-creation as the fastest growing innovation phenomenon,
- thus enabling paradigmatic shift in value creation.

Participatory ladder explains how a community can gradually transform itself from an almost completely passive spectator or beneficiary into the driver of its own process as an agent of self-development (Geilfus 2008). The level of participation in this ladder is determined by the degree of decision-making power accorded to the community (Geilfus 2008).

Creating the premises for the inclusion of people from vulnerable groups (people with disabilities, Roma, immigrants, people from isolated areas, former criminals, young people from placement centres, other groups) is the foundation of any participatory process and the stake of our approach. A particularly important role in the participatory process has the way we understand and relate to the forms of social inclusion and exclusion. In the following, the ideas and discussions will be structured to highlight the possibilities, but also the important issues that are related to the experiences of participation.

The information gathered by us, and the partner organizations reflects the initiatives implemented in the Danube countries and how the results and impact of applying participatory methods could be replicated by other non-governmental organizations, as well as public or private sector organizations promoting Roma inclusion and other disadvantaged groups in communities.

Looking for a correlation between inclusion and the participation of people in vulnerable groups means looking closely at the processes by which the options for participation of the above-mentioned groups become closely linked to the key questions of inclusion: what are the reasons and opportunities for participation? who are the actors involved? what relationships can be established between them? how can we ensure the transferability of these models and practices? By collecting participatory methods, we will try to provide answers to these questions that highlight several categories of inclusive participation, ways to promote the inclusion of Roma and other disadvantaged groups and some models of overcoming the risks identified in a specific community context.

Some fundamental questions need our attention: what kind of pre-process skills are needed to increase the participation of people from vulnerable groups, but also the organizations that mediate this process? What are the necessary and sufficient conditions for the participation, expression and community integration of people from vulnerable groups? How can I identify and deepen a significant role in the participatory space in the community? Obviously, the characteristics assumed today by participatory methods and their implementation procedures must be adapted to the realities of the contemporary period, but what seems indisputable today is the assertion of a “deliberative imperative” (Blondiaux, Sintomer, 2002). Reflection on participatory methods and processes implies the adoption of a certain perspective, of Cartesian doubt in terms of active employment. The dynamic involvement of people attracts the educational challenge and is measured in the transformative actions. This seems like an interesting perspective for action, instead of wondering whether or not participation

transforms or democratizes public action, let's try to identify ways in which public action is transformed through participation.

The levels of information, training, and awareness of people from vulnerable groups are, therefore, the stake of our intervention, by mediating the process by various types of organizations, public and private, as we will see from the materials proposed and experienced by partner organizations in the community. In fact, it is necessary to check to what extent the methods and procedures, which are presented and distributed in the method manual (a theoretical approach) and the collection of methods from the experience of partner organizations, can be transferred to relevant stakeholders in communities. There is a need for reflection on the issue of capacity building which makes the principle of equal rights more realistic and practical.

The following description of participation levels is useful in this context (Serbati, Milani, 2013):

- at the first level, called **Being Told**, the people involved are informed, but decisions are made unilaterally by professionals; the subject is passive.
- at the second level, **Being Consulted**, the opinions of the respondents are taken into account, but the decisions are taken by professionals.
- at the third level, **Being a Partner**, agreements are concluded with individuals through dialogue and negotiation;
- at the fourth level, **Being in Control**, people's ability to make decisions their own lives are fully respected.

Participation has an emancipatory and integrative role: "it is radical because it covers the gap between those who govern and those who are governed, between those who decide and those who are affected by decisions; it presupposes the delegation of powers and sovereignty and, therefore, casts serious doubts on the established aspects of power" (Tarozzi, 2008, p. 129).

In the following I present a scale used by sociologists to analyse how public authorities inform and involve citizens in decision-making, a scale named after the author, Sherry Arnstein's scale, developed since 1969.

The model links eight stages in three levels:

Level I – Non-participation: refers to processes that assign an entirely passive role to people, with the aim of achieving consensus over predetermined choices and plans.

Manipulation and Therapy (stages 1 and 2) describe a level of nonparticipation.

The first two rungs assume a passive audience supplied with biased and incomplete information. The aim is to look after or instruct participants. The identified solution is put forward as the most suitable and the participation work seeks to garner public support through public relations. This is a distortion of participation.

Level II – Cooperation and symbolic changes designates processes oriented towards improvement of projects and choices to be made, but which do not assign real power to people, because the decision-making stage remains the sole responsibility of those who govern these processes.

Information (stage 3): the public is informed about what will happen or what is happening and what has already happened; it is an important first step

towards legitimacy. Too often, however, the emphasis is on a one-way flow of information involving the transmission of ideas and instructions with no feedback channel.

Consultation (stage 4): people enjoy the right to speak, expressed through various forms of investigation in relation to their needs, but do not have the

power make their opinion count; this case also initiates a legitimate movement through the expression of people's own arguments and opinions about the

identified issues. However, the limit of the consultation is that this «is not an obligation for taking certain decisions» (Mortari, 2008, p. 153).

According to the author, this is still a facade.

Pacification (stage 5): at this level, people start to have a certain degree of influence. It is a first concrete step towards the construction of relationships of effective interaction between those holding different levels of decision-making power. It provides for the inclusion of «a small number of representatives of a minority or of marginalized social groups within a committee or bodies working to solve particular social problems» (op cit., p. 153).

Level III – Effective citizen power denotes the direct involvement of people in decision-making.

Partnership (stage 6): the public starts to negotiate with decision-makers, from an agreement on roles, on responsiveness and levels of control for the

processing and management of specific intervention programmes. On this rung of the ladder, power is redistributed through negotiation between citizens and

power holders. The partnership is based on the existence of a «clear and binding agreement between public and private actors who undertake to carry

out actions for the achievement of common objectives» (op cit., 153).

Delegation of powers (stage 7): this is partial but real delegation of powers. At this level, the ladder was reduced to the point where citizens play a

significant role and accept responsibility for the actions to be carried out. Through delegation, institutions transfer a share of their decision-making power.

Control by citizens (stage 8): full delegation in decision-making and actions.

” In the delegation of power citizens represent the majority in ad hoc committees appointed to respond to particular types of problems, and institutions shall give specific assurances that the decisions taken in these organizations will be taken into due consideration” (op cit., 154).

The outcomes of the involvement of people are often uncertain, theoretical, and vague, while the expected result would be an experience of empowerment, where the skills available at the end of the process are different from those available at the start. There are at least two directions in which the gain derived from the use of participatory processes must be identified. Participatory devices are not an answer to the problem but contribute to construction of the problem and of the processing of representations. What clearly stands out is that participatory design changes relationships, which become complex

It is essential, therefore, to design community interventions that enhance resources in contexts, by dialogue between the various training/education agencies, institutions, civil society, the third sector and associations. It means building representation channels also for people who are often marginalized because of weakness or unease and who, if not supported, are likely to remain invisibly excluded.

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Chapter II

METHODOLOGY

II.1 Methodological aspects and considerations of the participatory methods

The following template represents a method for collecting data about how the partner organizations are facilitating the social inclusion of different disadvantaged groups, through participatory tools.

Each section of the template is destined to highlight a different aspect about how the participatory method chosen by the organization stimulates and mediates the inclusion and active participation to the communal life of, first of all, Roma communities and other socially disadvantaged identified groups.

Regarding the actual content of the data collecting template, the first section requires general identifying information on the organization that displays the usage of the participatory method. Following that, it is required to specify the name of the chosen participatory tool, the actual activity that it implies and mention the disadvantaged group of people that it is targeting through its activity.

It is very important for the targeted group to be as specifically identified, demographically speaking, as possible, thus, the subsequent information regards the age group of the target group, that the chosen participatory method has and the number of people, belonging to the community, it is applied to.

It is well known that participatory methods vary, in what is concerning the nature of their related activities, the needed time for planning and implementing them, the resources that they imply and the life domain that it is aiming to make a change to. Therefore, it is crucial, to request information about the period of implementation that the chosen participatory method implied and the field that it was covering (more respectively, the field of housing, the educational field, health, employment, antidiscrimination, culture, civic involvement or other life domains).

The stakeholders of the activity that the chosen participatory method implies, is another crucial element that the partner organizations have to mention, as well as, the main purpose for which the tool is being applied for, regardless of the overall present reason-the inclusion of the target group.

Last but not least, information about the constitutive details of the activity that the participatory method has, is requested. The roles and responsibilities attributed to the implementing and participating team, the challenges encountered or the outcome of the activities are just a few of the detailed information that the last section of our template is aiming to collect.

O. T1. 2 Toolbox of smart participatory methods

Methods, techniques, and tools in the context of Roma inclusion at local regional and national level and other disadvantage groups project should fulfil these criteria:

- are efficient to be used in groups or organizations,
- can be used in real life situations (in working with communities, in various workshops, in living labs),

- stimulate and encourage bottom-up learning (learning with community, learning from community, exploring local knowledge, practices, and experiences) as well as allowing top-down knowledge transfer,
- are designed to stimulate iterative learning,
- allow for defining reframing life problems and develop innovative solutions for new products, services, and processes in disadvantaged communities,
- are basis for accurate and precise assessment, reframing problems, developing solutions as well as validating them.

The template, beside Roma, will be used also for the inclusion of other disadvantage groups.

AIMS:

- to stimulate inclusion and active participation of Roma in planned project activities and in broader contexts (at the local level)
- to highlight benefits of such participation and promote consultative processes in public life
- to support and facilitate the creation of partnerships on all levels¹ for specific purposes:
 - regional and local authorities, national representatives of local authorities
 - educational and training institutions, research centers
 - other national public authorities (e. g. for promotion of equal treatment)
 - economic and social partners (sectoral organizations)
 - bodies representing civil society (e. g. non-government organizations and bodies responsible for promoting social inclusion)
- to emphasize collective commitment
- to emphasize participation in preparation, implementation, monitoring and evaluation of proposed solutions in specific cases, of projects etc.
- to emphasize lasting participation and other components that contribute to this (trust, clear communication)
- to increase knowledge, expertise and gather viewpoints
- to take into account different institutional and legal frameworks
- help all relevant actors to strengthen their institutional capacity

This resource was conducted with participation of all partner organizations. With this tool we try to support the improvement of the activity when it's about working and promoting inclusion and participation of Roma and other disadvantage groups for all stakeholders who do this:

- i. public institutions**
- ii. civil society**
- iii. community**
- iv. mass media**

CONTENT:

General information's about inclusion and participation

¹ EC: The European code of conduct on partnership

Methodological information's, how to use the tool
Different tools/ methods which promote inclusion and participation of Roma and other disadvantage groups

General aspects:

- how these processes most commonly take place – bottom up / top-bottom approaches
- what are conditions for participation (clarity in communication, transparency etc.) – in order to avoid future problems
- how the processes of participation should be initiated
- what the most common methods of participation are (with regard to goals in specific cases)
- recommendations for different levels / stakeholders,
- for each group – what are the benefits of participation?
- common obstacles and difficulties and how to solve them
- list experts who can offer support

THE MAIN CATEGORIES OF INFORMATION PRESENTED IN THE COLLECTION OF PARTICIPATORY METHODS, COLLECTED WITH THE HELP OF PARTNER ORGANIZATIONS

Tools promoting inclusion	
Name of your institution and contact details:	
What tool you are presenting: <ul style="list-style-type: none"> - working method/ tool - activity 	Which category of disadvantage groups were targeted by your tool/ activity: <ul style="list-style-type: none"> - disabled people - Roma people - immigrants - people from isolated areas - ex-offenders - young people from foster care -
Which was the age category of your beneficiary (can be multiple answer too): <ul style="list-style-type: none"> - 0-14 years old - 15 – 30 years old - 30-60 years old - Above 60 	Which was the size of the group targeted: <ul style="list-style-type: none"> - Up to 5 people - 5-20 people - 20- 100 people - More than 100 - One community - One region

<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1-5 hours - 1 day - 1-7 days - 1 month - 1 year - Other , please specify _____ 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Housing - Education - Health - Employment - Antidiscrimination - Culture - Civic involvement - Other, please specify, _____
<p>For which stakeholder it's recommended:</p> <ul style="list-style-type: none"> - NGO - Public institution - Public authority - Local community - Mass media 	<p>For what we can use this tool/activity?</p> <ul style="list-style-type: none"> - Better communication - Secure participation - Strategic planning - Policy making
<p>Detailed description of the tool:</p>	<p>Objectives:</p> <p>Actions/Activities:</p> <p>Process description (please add a timeline):</p> <p>Roles and responsibilities of the stakeholders involved in the implementation:</p> <p>Target group:</p> <p>Roles and responsibilities of the target group:</p> <p>Resources needed:</p> <p>Challenges faced:</p> <p>Results obtained:</p> <p>Follow up:</p>
<p>Expert recommended to support the implementation process:</p>	
<p>Sources of inspiration/ information</p>	

II.2 Participatory Methods Handbook

○ Method 1-Appreciative Inquiry

Description:

Appreciative Inquiry (AI) is an organizational strategy used to evoke and sustain change within a community, organization or group. Its aim consists of identifying strengths, good practices and aspects, to the detriment of negative aspects and weaknesses. The appreciative inquiry method is focused on, firstly, evaluating the effective ways that produce change and then places an emphasis on them, in order to improve the overall performance of the group.

Appreciative inquiry is an opportunity centric methodology that shifts the fundamental normative conceptions about community towards a consideration of the extraordinary. The groundwork for this shift rests in several starting assumptions about human systems.

Target group:

Individuals who share similar traits and behavioral patterns within an organization, community or group.

Resources:

1. Appreciative Inquiry in Evaluation Practice By Hallie Preskill

Hallie Preskill is a Professor of Behavioral Sciences at the Claremont Graduate University. She is well-known for her substantial contribution in the field of appreciative inquiry and organizational learning. Her workshops and research publications are used by professional and educational organizations to take the edge off the inhibitions related to asking the right questions, at the right place, and to the right person.

Her workshop on Appreciative Inquiry represents a collection of standards and research-backed methods to conduct positive AI sessions with more viability.

The workshop by Preskill ensures a positive float within the attitude of the members from a shortfall perspective to a strength-based approach.

2. Appreciative Inquiry Coaching Toolkit

This toolkit is based on the 4-D cycle of appreciative inquiry – discovery, dream, design, and deliver.

3. KS toolkit

The KS toolkit for AI is an adaptation of the Appreciative Inquiry Commons Model. It is a brief model containing the most relevant information that we can successfully apply in personal and professional fronts. The KS toolkit overviews the basics of how and when to use AI.

It is a great resource to ensure that the participants have a clear insight before they take the plunge. Besides, the toolkit has additional sources like examples, stories, and useful hacks that participants can follow to optimize the benefits of AI.

4. The Do It Now Appreciative Inquiry Toolkit

The Do It Now Appreciation Toolkit is a collection of appreciative inquiry exercises used in an AI workshop in Nepal, 2000. The tasks are varied and explained in details in the downloadable resource in the toolkit. The Do It Now Toolkit is a highly recommended set of exercises that individuals at any stage can use to build their skills thoroughly.

It is research-backed, successfully tested, and provides an excellent base for companies who are planning to implement AI as a part of their organizational system.

You can learn more about the research and download the exercises from the link above.

Planification and transferability of the method:

Recommended for large and medium organizations in both public and private sectors.

Appreciative inquiry undergoes four stages, known as the "4-D cycle":

1. Discovery-Acknowledging and appreciating strengths, abilities, competences etc.
2. Dream – Projecting an ideal image of the future self, career, goal, event etc.
3. Design –Relating the actual reality of what you are and what you have, to the ideal image created and starting a complex plan fundamentally built on that relation.
4. Delivery – Acting on the established design. The actual work/learn process.

Diana Whitney from the Taos Institute developed 5 principles for the applicability of AI practice:

1. The Constructionist Principle

The first principle of Diana's list stands for the personal, as well as the common belief that, subsequently, determine and build our thoughts, actions and behaviors.

2. The Simultaneity Principle

This suggests that the first questions we ask can shape the way people visualize and discuss things later. This, in turn, affects how they learn things and discover.

3. The Poetic Principle

This principle reveals that our vocabulary influences individuals on an emotional level. If chosen carefully, words can trigger specific feelings, memories, thoughts and many more, that, through the AI method can active and useful in building a substantial optimistic change.

4. The Anticipatory Principle

Our visions of the future represent an anticipation of it. These visions will determine, at the same time, our current behavior and thoughts.

5. The Positive Principle

The last principle of Diana's list represents the positivity we transmit to others through the type of questions we ask and the way we choose to communicate with them. The social connections and positive affect among people sustains a general positive change.

Bibliography/webography:

Boyd, N. & Bright, D. (2007). Appreciative Inquiry as a mode of action research for community psychology. *Journal of Community Psychology*.

<https://positivepsychology.com/appreciative-inquiry-tools/>

<https://positivepsychology.com/appreciative-inquiry/>

<https://appreciativeinquiry.champlain.edu/learn/appreciative-inquiry-introduction/>

- **Method 2-Participatory budgeting**

Description:

Participatory budgeting (PB) is a democratic discussion and decision-making process, as well as a sort of participatory democracy, in which ordinary people decide how a portion of a municipal or public budget is allocated. It allows taxpayers to collaborate with the government on financial issues that affect their daily life. Participatory budgeting is used to increase citizens' participation in the administration of public resources in a collaborative manner, by encouraging citizen discourse over city budget spending, even if only on a portion of the total budget.

PB began in 1989 in Porto Alegre, Brazil, as an anti-poverty initiative that reduced child mortality by approximately 20%. Since then, PB has been used to decide budgets for governments, counties, cities, housing authorities, schools, and other institutions in over 7,000 cities throughout the world.

Target group:

Local government and governmental agencies, community organizations and groups, schools, and other institutions.

Resources:

Direct assistance and support from the public authorities, as well as information on the budgeting process and data.

Professional facilitators will be in charge of designing the whole process and coordinating the public meeting with citizens.

Workshops for subgroups with peer facilitators.

The city's data and documentation.

Locations where Communication Managers can meet to handle the online platform and Social Media.

Planification and transferability of the method:

Recommended for public entities, starting with local municipalities.

The planning process involves the following: hiring and collaborating with an expert facilitator, in particular for the meeting events with the citizens; support documentation regarding the interests of citizens; a clear definition of timeline and logistics, for the physical meetings with the citizens; the invitation sent to the citizens, most participatory budgeting meetings need to include about 2-3% of the targeted population; and last, but not least, the environment set-up for the planned meetings.

The implementation process of the participatory budgeting method involves the following phases:

Phase 1-Organizing and holding public meetings with local authorities and citizens, in order to identify the general needs of the community.

Phase 2- Reorganizing citizen proposals, molding and grouping as many as feasible into larger groups. The projects that will be forwarded to the voting phase are determined by the outcomes of the discussions.

Phase 3- Projects from phase 2 should be made available to all citizens (online tools could be very useful in this regard) and communication should be managed. This phase is essentially the “assisted” citizen voting process, which takes place over a set period of time and can be done online or offline.

Phase 4- The voting results must be made public online, together with a thorough description of all initiatives and the amount of votes assigned to each of them. Furthermore, an official publication detailing the winning projects and their descriptions must be made available on the official website.

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Shah A, ed. (2007). Participatory Budgeting. Washington D.C.: The World Bank

<https://www.participatorybudgeting.org/what-is-pb/>

<https://www.user-participation.eu/planning-the-process/step-5-participatory-methods/crowdsourcing-participative-governance/participatory-budget>

- **Method 3-Participatory Consensus Conference**

Description:

The participatory consensus conference format, sometimes known as "the Danish model" and/or "citizens' panel," is a method of debating high-tech policy issues with a mix of lay individuals and professionals.

The Danish Board of Technology (DBT) developed the participatory consensus conference approach after evaluating the US Office of Technology Assessment (OTA) consensus conference model.

DBT's participatory consensus conferences, in contrast to the OTA's model, include lay people's perspectives, arguments, worries, and reasoning on a variety of societal issues. Allowing lay perspectives to affect regulation and political decision-making is another example.

The participatory consensus conference's main objectives are to improve science and technology decision-making by broadening perspectives, to promote public awareness of science and technology through public debate, and to strengthen democracy through civic involvement.

Target group:

The strategy works best with heterogeneous, mixed groups of people who are all influenced by a shared issue.

Resources:

During the preparatory days and the conference itself, a skilled and independent facilitator is required.

Accommodation facilities for the participants and public.

A physical place to hold the conference in.

Online resources for communicating and informing the public.

Publicity.

Planification and transferability of the method:

Recommended for the public sector belonging entities, from small, to large ones.

In most cases, participatory consensus conferences last two to four days and involve the following activities:

1. The experts' responses to questions are heard by the panelists.
2. Panelists ask follow-up questions after hearing these responses.
3. The audience is given the opportunity to pose questions to the presenter.
4. To obtain consensus on the issue, the panel deliberates and drafts a position statement.
5. The panelists present their findings.
6. A report on the outcomes is prepared by the planning committee and distributed to panelists, the media, and decision-making authorities.

Here are some methodological pieces of advice, in order to plan an effective participatory consensus conference:

Choose an advisory/planning committee to be in charge of ensuring that all the rules of a democratic, fair, and transparent process are followed.

Organize a public meeting and notify the public, specialists in the field to be discussed, the media, and appropriate decision-making bodies of the location, time, and topic.

Choose representatives for the citizen panel, ensuring that a representative sample of the geographic area and/or relevant community groups is included (about 14 people).

Engage the services of a professional facilitator to assist the citizen panel in its preparation.

Book appropriate locations for the citizen panel to gather over two weekends to work with a facilitator to design the questions to be addressed at the conference and to participate in the selection of experts to respond to the questions.

Select the expert panel with the help of the citizen panel so that important opposing opinions and professional conflicts can emerge and be discussed at the conference. Experts are not only informed, but also open-minded and good communicators who have a broad understanding of their subject.

Bibliography/webography:

<https://www.involve.org.uk/resources/methods/consensus-conference>

<https://www.epa.gov/international-cooperation/public-participation-guide-consensus-workshops>

<https://participedia.net/method/163>

<https://eao.org/research-and-publications/consensus-conference/>

- **Method 4-Citizens Panel**

Description:

The Citizens' Panel is intended to be a representative and consultative body for local inhabitants. Statutory agencies, particularly local governments and their partners, frequently use them to define local priorities and consult service users and non-users on specific concerns. More recently, initiatives have been made to construct a European Citizens' Panel at the international level, based on the participatory method.

Participants are usually chosen at random from the electoral roll or a postcode address database. Because of its wide reach and low cost, postal recruitment is a popular strategy. However, some are recruited through other channels in order to ensure that socially disadvantaged and difficult-to-reach groups are included.

Citizens who agree to participate will be invited to a continuous research and consultation program. Regular surveys and, if applicable, more in-depth research instruments like as focus groups and workshops are often used. Not every Panel member will be requested to participate in every activity. This is why it's critical to be upfront about expectations during the hiring process.

Target group:

Any citizen interested in becoming a representative of the community/population, representatives of interest groups, politicians, administrators, possibly experts. Citizen panels can range in size, from a few hundreds, to thousands of people.

Resources:

Communications & engagement experts are needed to identify the different demographic groups, in order to learn about their priorities and craft targeted content that was relevant to them.

Meeting spaces.

Online communicational resources are required.

Media channels with strategic content that speaks to their unique values.

Partnerships with community connectors and influencers to help spread the word in an authentic way.

Planification and transferability of the method:

Recommended for large organizations regarding, specifically the public sector.

In order to plan and implement a Citizen's Panel, the following stages are required:

1. Establishing a staff and the tasks.

It is necessary to appoint a project director. The Citizens Panel project's execution is the responsibility of the project director.

Project staff needs to be hired. The staff is responsible for the execution of the following elements of the Citizens Panel

project:

- Advisory committee
- Jury selection, including survey
- Establishing the charge
- Developing the agenda
- Identifying, selecting, recruiting & preparing witnesses

- Logistical issues
- Moderator training
- Managing the hearings
- Wrap-up, follow-up and evaluation
- Media and publicity (coordinate with sponsor)

An advisory Committee is needed, as well. Before forming the Advisory Committee, the sponsors and staff should agree on the project's overall timetable and scope.

The working group and moderators represent the last two mandatory staff parts of a Citizen's Panel.

2. The panel selection

Because a Citizens Panel is intended to be a microcosm of the population served by the project (in all crucial and relevant aspects), jurors must be selected in such a way that this is achieved.

3. The recruitment

Using pre-determined recruitment tools.

4. Establishing the charge

The charge will direct the agenda, witness selection, deliberations, and recommendation format. It must be well-written and targeted, yet without implying any bias to the jurors. The charge establishes the project's scope, thus it must present the jurors with a reasonable task.

5. Developing the agenda

The agenda is determined by preliminary decisions made by the advisory committee and/or working group.

6. Selecting and recruiting expert witnesses

Expert witnesses include all persons who aid the panel members in understanding the issues central to the charge to the panel.

7. Settling the logistical issues

The staff is in charge of locating and booking a meeting space, disseminating all site information throughout the event, and making hotel accommodations for all attendees.

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<https://blog.ethelo.org/what-is-a-citizens-panel>

<https://www.bankofengland.co.uk/get-involved/citizens-panels>

- **Method 5-Crowdsourcing**

Description:

Crowdsourcing is a method of obtaining the services or ideas that a person, group, or company requires by asking for contributions from a large number of people, usually an online community.

On-line public participation strives to improve the policy-making process by generating better policies, fostering trust, increasing policy acceptance, and sharing policy-making responsibility. Furthermore, public participation increases the participation of marginalized or vulnerable populations.

It is a frequent ethical practice, that the crowdsourcing results are being returned to the public and can be used to elicit public participation in a range of fields ranging from citizen science to project funding.

Target group:

While certain activities demand widespread participation, others may be limited to a select group of persons (e.g. residents of city quarter or pet owners). Organizers and facilitators must reach out to those specific groups or ensure that a significant number of residents are aware of the ongoing engagement.

Resources:

PR and IT experts are needed for the online public engagement.

Thematic field expert – depending on engagement topic.

Web space: official website, specialized website, app etc.

Survey tool (if a questionnaire is added).

Tools for data analysis (depending on type of inputs).

Planification and transferability of the method:

Recommended for both public and private sector entities, as well as NGOs, ranging in size.

The planning process involves the following: hiring and collaborating with an expert facilitator, the timeline and logistics, an online set-up must be made, as well as an invitation that must be sent to the participants.

Here are some essential aspects about an effective crowdsourcing session:

A unique online public engagement session (purposes/ideas gathering session) must be provided for each topic.

The duration of the session must be explicitly defined.

Citizens must be informed about the impact of their contributions on the issue.

They must be informed about who, when, and where they will be informed about the engagement session's results.

The session must include data about the governmental entity that is hosting the event.

A basic explanation of how the engagement topic may affect their daily lives is needed.

The greatest method is to give citizens feedback at the same location where they made their contributions (i.e. on-line platform)

The main aspect is motivation: the topic of discussion must be presented in such a way that citizens can understand and comprehend the potential influence on their lives and the environment.

The implementation process includes 6 steps for an effective unfolding:

Step1-Concieving a public announcement about the online engagement activity.

Step 2-Emerging a publicity campaign about the activity.

Step 3-Collecting the participants' opinions, ideas and suggestions.

Step 4-Analyzing the collected data.

Step 5-Concieving and publishing a report on the data analysis.

Step 6-Considering the participant citizen's proposals into the final decision that is being made about the specific matter.

Bibliography/webography:

Pape, M. (2014). Crowdsourcing and Participatory Mechanisms in Crowdfunded Design Projects: Carleton University Ottawa, Ontario.

<https://www.participatorymethods.org/glossary/crowdsourcing>

Leong, M: Online Citizen Engagement Trends to Watch in 2017, Tamarack Institute, 2017,
<http://www.tamarackcommunity.ca/latest/online-citizen-engagement-trends-to-watch-in-2017>

<https://www.user-participation.eu/planning-the-process/step-5-participatory-methods/crowdsourcing-participative-governance/on-line-public-engagement>

○ **Method 6-Charrette**

Description:

A charrette is a process of deliberation in which people from various subgroups of society come to an agreement in a short period of time. The pre-charrette, charrette workshop, and post-charrette stages are all part of the charrette. A charrette can be utilized with groups ranging in size from fifty to over a thousand people, and it can be held over a period of time ranging from a few days to several weeks.

A charrette can be used to gather practical ideas, encourage members to collaborate, and make consensus-based decisions. It's best adapted to local challenges, and it's most typically used in participatory planning and design projects.

Charrettes can be used to construct a wide range of plans for projects focused on community change, such as master plans within a city's comprehensive plan, town center plans, transit-oriented development plans, affordable housing development plans, and large-scale redevelopment projects. The charrette method can be applied to a variety of projects, from new construction to redevelopment.

Target group:

Local Residents and representative of specific socio-demographic groups, NGO officials, Local Government officials.

Resources:

A charrette leader with prior charrette experience.

Staff that have worked on the problem or are familiar with the relevant policy and can provide technical assistance.

Depending on the design issue at hand, a planner, landscape designer, or architect may be employed.

Maps that are quite large and overlays to allow for map sketching.

Data will be shown on boards.

Photographs of various locations

Basic goals, time limitations, and meeting ground rules are distributed as handouts.

Background data and printed background information

Planification and transferability of the method:

Recommended for second and third sector bodies, of medium and small sizes.

Here are some essential aspects about an efficient charette:

Creating charrette approaches that are adapted to the needs of the participants.

Starting as soon as possible and meeting people face to face.

Inviting everyone — those who are directly impacted, those who are indirectly influenced, and decision-makers – to participate.

Setting attainable charrette goals and, as needed, designating subsequent milestones.

Engage the services of a skilled design charrette facilitator who can assist in the formation of teams and small groups, as well as obtaining swift consensus on desired goals and keeping everyone involved in the process.

Plan a workshop that gives participants enough time to work extensively on an issue before presenting their findings.

High-quality, reliable information should be provided – and used – since it is the foundation for effective engagement. Legitimate information is that which is seen as valid and relevant by all participants.

General sessions, small work groups, report backs to the broader group, and feedback sessions with, or presentations from technical staff or decision makers are all part of the process.

By establishing appropriate limitations, explaining applicable design concepts, and providing professionals with insights into the repercussions, decision makers engage with participants to arrive at reasonable and practical decisions.

Groups approach difficulties or topics by focusing on ways to accommodate various interests while also developing joint criteria for successful ideas.

The event is closed by the highest-ranking decision maker stating how the charrette's conclusions will be incorporated into the final decision.

Bibliography/webography:

<https://www.epa.gov/international-cooperation/public-participation-guide-charrettes>

<https://urban-regeneration.worldbank.org/node/40>

<https://jprm.scholasticahq.com/article/13179-utilizing-cbpr-charrette-in-community-academic-research-partnerships-what-stakeholders-should-know>

- **Method 7-Dragon Dreaming**

Description:

Dragon Dreaming, created by Australian John Croft, is an effective approach to fulfill visions or specific project goals while also improving team spirit. Systems theory, organizational development, and the wisdom of the Australian Aborigines are all used in Dragon Dreaming. The approach facilitates cognitive and intuitive understanding, allowing for a complete perspective.

The project development phase is something that everyone in the team participates in. Team members naturally gain stronger mutual understanding as a result of this communal process, making the group's collective wisdom fully accessible for the project implementation.

As a result, Dragon Dreaming can be used to manage multiple projects simultaneously. It helps teams to develop a path that brings all members on board and makes them ready to go with a project vision, strategy, and basic financial plan in only a few hours. This method promotes teamwork and self-commitment among all participants.

Target group:

People working with project management for companies, organisations and business enterprises of all kinds.

Resources:

A facilitator is needed to implement and conduct the activity itself and a meeting space designed for team activities.

Basic goals, time limitations, and meeting ground rules are distributed as handouts.

Planification and transferability of the method:

Recommended for private organizations and NGOs, from small to medium sizes.

The framework of a Dragon Dreaming process is mostly determined by the wishes of the customer and the needs of the team. The "Dragon-Dreaming Tool Box" includes a variety of exercises, procedures, and tactics that can be used as needed and go beyond the basics listed below:

1. Initial phase- Dreaming

Warming up, getting to know each other-Overview of the sequence of events-Brief introduction to Dragon Dreaming-Seminar Dream Circle.

This is a sudden epiphany, inspiration, insight, recognition, or understanding. With common habits or rituals, aha moments occur frequently.

2. Planning

The definition of objectives is the first step in project planning. A goal is defined as a specific, attainable one, a future state that is action-oriented.

The SMART-principles can also be applied to the objectives (specific, measurable, achievable or affordable, realistic or responsive, and timely).

It's critical to keep the goal-setting process lighthearted since it keeps your energy up and invites your intuition. We work out the goal after we've found the objectives. The aim of a project is significant because it ties the project's broad vision - its dream - with its objectives.

3. Doing

Integrate theory and practice-Increase your level of self-awareness-Imrpove your work as a team member-Expand your own paradigms about yourself, your community and the world-Create the tactics that take the strategy of your project and make it happen- Work creatively with con icts-Learn how to manage stress and risk-Extend the limits of your personal and collective potential.

We also oversee and manage the project during the Doing phase. It is also the place where things can go horribly wrong. It's all about keeping track of progress and responding to changes.

4. Celebrating

Celebration is an element of the introvert's reflection in Dragon Dreaming. This is because Dragon Dreaming is all about gratitude, thanksgiving, and acknowledgment of work. It is about seeing the other person in all of their beauty and splendor while also seeing their wounds and weaknesses.

This entails taking into account the individual, the project team as a whole, and the earth itself, as with all Dragon Dreaming endeavors.

Bibliography/webography:

Dragon Dreaming Institute. Workshop Handbook:
http://www.dragondreaminginstitute.org/documents/DDI_WorkshopHandbookV01.pdf
<https://www.partizipation.at/dragon-dreaming-en.html>
<https://dragondreaming.org/>
<https://www.plays-in-business.com/dragon-dreaming/>

- **Method 8-Forum theater**

Description:

Forum theatre (also known as "popular theater" or "participatory theatre") is a type of participatory art that functions as a democratic political forum at its core. It's an adaptation of Augusto Boal's Theater of the Oppressed technique. Theater empowers people to speak up, take an attitude, in the end, to overcome oppression. At social level, Forum Theater and critical pedagogy is meant to rebalance power between the powerful (the colonialists, white people, men, big owners, 1% etc.) and the powerless (the colonized, people of color, women, workers, poor people etc.).

Forum theatre is similar to a traditional play in that it represents the community's lived experience of a particular subject and culminates in an unsolved crisis within that setting. Its goal is to get the general public involved in understanding the problem and coming up with creative solutions.

Target group:

Forum Theater, according to our sources, could be implemented in schools, universities, non-profit organizations, churches, theater companies, social work institutes, unions, activist groups, jails, and other formal and informal groupings. Setting up a Forum Theater show may also help non-actors to develop their capacity to identify emotions, their self-confidence, self-discipline, perspective-taking, empathy, respect for others, teamwork and communication

Resources:

Depending on the context, the non-actors' experience, the theme, the audience, and so on, each Forum Theatre play requires different resources.

Firstly, in order to use Forum Theatre, one needs a trained facilitator and Joker; it may happen that the same person plays both roles. The facilitator is responsible of preparing the non-actors, choosing the theme and co-creating the play. The Joker facilitates the debate and the forum parts of Forum Theatre. Both, the facilitator and the Joker need socio-emotional skills.

The timeline of the play preparation depends on how complex it is. The minimum amount of time allocated to the preparation of a Forum Theatre show is one week.

Last, but not least, the Forum Theatre requires space – on one hand, for non-actors to prepare, on the other, for the audience to see the show. Both spaces (if not the same) should be accessible, safe and respectful for non-actors or the target group.

Planification and transferability of the method:

Recommended for private organizations and NGOs , ranging in size, from small, to large.

The preparation and implementation of a Forum Theatre play includes the following phases:

1st phase-preparing the non-actors. This means getting to know each other, building trust; learning about power and oppression; developing improvisation skills.

2nd phase-preparing the play. This involves deciding on a common topic of interest that everyone wants to be displayed through the play, transforming it into a theatrical succession of events, in which everyone has an essential part.

3rd phase-rehearsing the play.

4th phase-the performance of the play and the following debate and forum.

5th phase-stepping out of the chosen or distributed role.

6th phase- the evaluation of the public.

The audience at Forum Theatre is conscious of their role as protagonists. The play must be written to represent multiple sides of a specific situation, culminating in an unresolved crisis and the protagonists' failure to solve the problem.

First, the play is staged like a traditional theatre production lasting about 10 to 30 minutes. When the play is performed a second time, the audience is invited to shout "stop" at any point throughout the performance and take the place of any character whose hardships they identify with.

Bibliography/webography:

<https://participedia.net/method/149>

Theatre of the Oppressed NYC - Forum Theatre <https://www.tonyc.nyc/troupes>

Bors, O. (2017). Forum Theatre Guide. The Ne2w Learning Experience Connector 2017:https://www.anpcdefp.ro/library/Rapoarte%20%C8%99i%20analize/Ghiduri_CONNECTOR_2017/Ghid%20Teatru%20Forum_EN.pdf

<https://dramaresource.com/forum-theatre/>

○ **Method 9-Open Space**

Description:

Open Space is a new conference style created by GTZ with the goal of increasing participant interaction and communication. The success of the conference is thus determined by the feedback and proactive participation of the attendees. Participants in the Open Space meetings establish and manage the agenda independently. The number of individuals at a session might range from five to over 2000. (providing you have a big enough venue). If you want participants to take ownership of a problem and come up with solutions, this strategy is great.

It is especially crucial in Transition because it allows people with ideas and enthusiasm to interact, allowing them to put their ideas into action. It is the most common strategy used by Transition groups to transition from "we don't know" to "we do."

Target group:

Community/ working group members. The inventor of the method, Harrison Owen, argues that the Open space method is suitable for whoever shows up to the event.

Resources:

A suitable venue that can host meetings, from tens, to a couple of thousands of people.

Writing instruments for all the appeared guests.

A facilitator or more, depending on how large the number of participants is.

Planification and transferability of the method:

Recommended for large public and private sector entities.

There are four rules and one law (the Law of Two Feet), as well as two insects and a coffee/tea station in Open Space.

The Four Rules state:

1. Whoever come are the right people
2. Whatever happens is the only thing that could have
3. Whenever it starts is the right time
4. When it's over, it's over

"If, during the gathering, any person finds themselves in a circumstance where they are neither learning nor contributing, they can go to some more productive place," according to the Law of Two Feet.

The insects are:

- Butterflies.

These people hang out, maybe drinking tea, and don't appear to do much. However, they may just be involved with the most important discussions of the day

- Bees.

They flit from conversation to conversation bring new ideas, and fresh eyes to the table. They can also encourage mingling for those for whom the Law of Two Feet feels a bit rude.

Explain the four rules, the Law of Two Feet, the insects, and how to keep track of conversations. You may also give some information on how to assist at the tables. For example, ensuring that one or two voices do not constantly dominate talks, or the art of making individuals feel secure and welcome so that they are willing to participate.

1. Presentation, theme illustration, and agreed-upon work program definition: The facilitators explain how the process works, introduce the issue on which the community is encouraged to collaborate, and go over the many theme elements. All participants are invited to offer a specific topic for discussion and to formulate synthetic proposals during this phase.
2. Discussion, grouping into multiple task groups, and recording of results: Once the subjects have been defined, they will be written on a board. Following that, the participants are requested to join a group based on the subject they want to work on.
3. Conclusions, rethinking, and revising: Finally, all of the participants will gather again to exchange ideas and reflections generated by the group activity. Everyone will have the opportunity to share their thoughts on the experience and provide suggestions for future projects. The ideas, documents, and other materials generated during the OST day will aid in the implementation of neighborhood participation projects.

Bibliography/webography:

<https://www.mind.org.uk/media-a/4924/open-space-method.pdf>

https://www.dianegibeault.com/OS_Intro_E.htm

<https://transitionnetwork.org/wp-content/uploads/2016/09/How-to-run-an-Open-Space-event.pdf>

<https://www.community-atlas.net/en/toolkit/open-space-technology.html>

- **Method 10-Business simulation game**

Description:

A business game is a simulation that teaches players both hard and soft skills in the business world. This game can be used to learn about business and to try out different company concepts. The latter is why businesses employ business games to come up with new ways to tackle problems. Furthermore, in many firms, it is frequently one of the processes in the selection process.

The majority of these games use simulators to simulate real-life situations and emphasize hands-on learning. Business games are sometimes referred to as business simulation games.

Business games were inspired by tests conducted by the US Army in the 1950s to train its soldiers. By the 1960s, some colleges had introduced business games into their economics and business departments, where students were taught through board games and experiential exercises.

Target group:

The main targeted groups for the business game method are organizational groups and groups that are forming, educationally wise.

Resources:

Depending on the type of simulation the participants approach (computer business simulation game or a physical one), there are some resources that need to be considered, such as:

A package or a special computer program that can facilitate the business simulation game.

An expert facilitator is needed for implementing, sustaining and mediating the activity itself, in case the physical variant is chosen.

A meeting place, destined for the activity.

Writing and displaying tools.

Planification and transferability of the method:

Recommended for all sizes of private and public institutions.

Align simulation with learning objectives (Strategy 1)

Instructors must first determine the learning objectives before using simulations as a tool or means to achieve those goals. According to Rogmans, alignment can be achieved by following a typical cycle of brief-play-debrief activities, with a debrief session held after each round of the business strategy game.

Strategy 2 - Gradually introduce complexity

Because simulator games can be quite rich and complex for students, particularly those in undergraduate programs with little hands-on business experience, instructors can delay the use of certain functions in the business strategy game to fit the course, resulting in each simulation round having its own set of learning objectives.

Strategy 3 - Before class, familiarize yourself with the game.

The materials made accessible by the simulation providers are the ideal tools for academic leaders who are new to intuitive simulations and want to gain a deeper understanding of the business game.

Strategy 4 - Act as a facilitator of learning.

Instructors should act as a "side guide," assisting students in thinking through the repercussions of certain decisions and linking such analysis to the course's learning objectives.

Strategy 5-Incorporate simulation into the evaluation process.

The simplest approach to keep students engaged and motivated in the game is to award points based on their team's simulated rating, or instructors can decide on a set of winning criteria and communicate them to students.

Strategy 6 - Open up the model.

The final technique is for instructors to "examine the assumptions and parameters of the underlying model" of the simulation game with students following game play, in order to reflect on the game's behavior, even though the model simplifies reality. It enables students to concentrate on a specific set of variables and maybe tie what they've learned in the simulated environment to what they've learnt in the actual world.

Bibliography/webography:

Blažič, A.J. & Novak, F. (10-2014). Challenges of Business Simulation Games — A New Approach of Teaching Business: <https://www.intechopen.com/chapters/49031>

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Tsakanyan, A. & Gadjiev, S. Business game as a method of development of skills of communication in the professional focused training in foreign languages in technical universities: <https://archivarius.org.ua/Archive/DOI/Sultan%20Gadjiev.pdf>

- **Method 11- World Café**

Description:

World-Café is a workshop approach that can accommodate groups of 12 to 2,000 people. It's a planned conversational technique that encourages open and personal dialogue.

It connects ideas within a bigger group to access the participants' "collective intelligence" and to understand/learn from diverse perspectives. Rather than fixing problems, the focus is on exploring/innovating on ideas. The approach is primarily intended to foster creative/open thinking and is not appropriate for situations with a predefined response or solution.

Cafés have been titled in a variety of ways to accomplish specific aims in various situations, such as Creative Cafés, Strategy Cafés, Leadership Cafés, and Community Cafés. World Café talks follow the ideas and format established by the World Café, a global movement dedicated to supporting meaningful conversations in corporate, government, and community contexts around the world.

Target group:

Multinational corporations, political groups, municipalities, cities, and associations all host World Cafés. The strategy works best with heterogeneous, mixed groups of people who are all influenced by a shared issue.

Resources:

It is necessary to form a team that will be in charge of the World Café's organization and implementation.

A physical place to hold the activity in.

Online resources for communicating and informing the public.

Publicity

Planification and transferability of the method:

Recommended for large public and private sector organizations.

The World Café format is adaptable and can be used in a variety of situations.

When these design concepts are combined, they encourage collaborative discourse, active engagement, and positive action options.

1st concept- Pay attention to why you're bringing folks together and what you're hoping to accomplish. Knowing the objective and parameters of your meeting allows you to think about and select the best options and crucial factors in achieving your objectives.

2nd concept- Café hosts all around the world stress the significance of establishing a welcoming environment that feels safe and welcoming.

When people are free to be themselves, they think, communicate, and listen in the most innovative ways. Consider how your invitation and physical setup contribute to the creation of a welcome environment.

3rd concept- In answer to intriguing inquiries, knowledge emerges. Find questions that are related to the group's real-world concerns. As they go through a system, powerful questions that "travel well" help to attract communal energy, insight, and action. Depending on the schedule and goals, your Café may focus on a single subject or pursue a more in-depth line of inquiry through several rounds of talk.

4th concept- As leaders, we are more conscious of the importance of participation; however, most people want to actively contribute to making a difference, not just participate. It's critical to encourage everyone in your meeting to share their ideas and perspectives, while also allowing anyone who just wants to listen to participate.

5th concept- One of the Café's defining features is the ability to wander between tables, meet new people, actively contribute your thoughts, and link the substance of your discoveries to ever-widening circles of thought. Participants swap viewpoints as they convey significant ideas or subjects to new tables, considerably increasing the likelihood of surprising new insights.

6th concept- Perhaps the most crucial component influencing a Café's success is the quality of our listening. We begin to perceive a connection to the wider total by practicing collaborative listening and paying attention to themes, patterns, and insights. Encourage folks to pay attention to what isn't being said as well as what is.

7th concept- Conversations at one table reflect a pattern of wholeness that extends to the other tables. The Café's final step, dubbed "harvest," is making this pattern of wholeness evident to everyone in a broad group discussion.

Bibliography/webography:

The World Café Community Foundation. (2015). A Quick Reference Guide for Hosting World Café:
<http://www.theworldcafe.com/wp-content/uploads/2015/07/Cafe-To-Go-Revised.pdf>

<https://www.user-participation.eu/planning-the-process/step-5-participatory-methods/planning-the-future-visions-strategies-projects/world-cafe>

<http://www.mspguide.org/tool/world-cafe>

- **Method 12-Hackathon**

Description:

A "hackathon" (composed of the words "hacking" and "marathon") is a short-term participation activity in which people gather together to solve real-world problems (challenges) in a friendly and fair competition. It gives members a place and time to work on problems they're interested in, as well as an opportunity to learn about specific topics (subject of the hack). Training workshops/lectures are an excellent parallel track for all attendees, especially novices.

Participants usually form groups of two to five people, bring their laptops (if the event is tech-themed), and start solving challenges. Training seminars are an excellent parallel track, particularly for newbies, but they are beneficial to all attendees.

Target group:

Any group in need of making its cohesion more efficient. This type of event serves three purposes: it strengthens the local community, attracts and welcomes newcomers, and allows participants to learn something new.

Resources:

Establishment of an organizational committee.

Meeting spaces.

Online communicational resources are required.

Accommodation facilities are required as well, in case the activity is holding during more days.

Sponsorship & Prizes.

Internet connectivity.

Planification and transferability of the method:

Recommended for medium and small private sector organizations and non-governmental organizations.

Given two alternate timelines that may be coupled with prize and communication, the hackathon could be conducted differently and produce various results.

Fast Rabbit: meant to improve projects produced in the first 2-3 days of the hack.

Wise Turtle: The second is intended to help teams that desire to continue development in the weeks following the hackathon, allowing them to take on more complex projects without being limited to the hackathon's first 2-3 days (1 months is a common time frame)

The following are the primary steps in putting together a hackathon:

Step 1: Planning (do we have the resources? Rules and format)

Step 2: Execution (definition of challenges, target groups communication)

Step 3: Confirmation (secure the minimum number of participants)

Step 4: make the Hackathon (2 Days, 1 Night)

The Day 1 – 9:00 Opening of the event, presentation of the rules of the game

Day 1 – 9:30 Teams constitution

Day 1 – 10:30 Start of activities

Day 2 – 16:00 Delivery of results

Day 2 – 16:30 Presentation Pitch (5 min each)

Day 2 – 18:00 Selection of winners completed

Day 2 – 18:30 Prize Award holding of a hackathon could have the following schedule:

It's all about open innovation during the hackathon. As a result, everything should be documented with photos, movies, and, in particular, little interviews with participants, which could explain why they valued their stay there (to attract other participants for future hacks).

Bibliography/webography:

<https://hackathon.guide/>

<https://www.developerweek.com/events/hackathon/>

<https://www.user-participation.eu/planning-the-process/step-5-participatory-methods/development-of-services-or-products/hackathon>

○ **Method 13-DEMOLA**

Description:

Demola is a challenge-oriented concept co-creation initiative involving students and external organizations. It was founded in 2008 in Tampere, Finland, as part of the city's innovation ecosystem, with the help of the government, local institutions, and the commercial sector. The Demola Team acts as a link between university students and private and public corporations, providing professional facilitation services for the accomplishment of creative tasks that are both appealing to students and relevant to businesses.

Demola innovation challenges are aimed at addressing real-world problems and developing new service concepts and demos. Demola brings together a heterogeneous team of university students and corporate specialists to work on a company-sponsored innovation challenge. The team co-creates solutions to the specified theme over the course of an eight-week process.

Demola is a standardized and professionally assisted technique that is used all around the world. Demola's challenges are difficult, with a wide range of possible solutions for each problem, allowing team members to develop an interest in the topics.

Contracts, intellectual property rights, and other legal obligations are in existence, and they comply with international commercial standards and practices.

Target group:

It is extremely beneficial for the businesses and entrepreneurial field to engage in open innovation with students in order to build or improve new products or solutions, as well as for public utilities to launch new or improve existing services.

Resources:

The Demola method can only be practiced through the Demola Network.

Planification and transferability of the method:

Recommended for medium, to large public and private sector entities.

Multidisciplinary university student teams, overseen by lecturers, collaborate with professionals from a private, public, or non-profit organization on real-world challenges posed by that partner, using a professionally led technique.

The kick-off session, jam I, jam II, and the final meeting are four events specifically meant to enable interaction between students, the rest of the agents, and some guest professionals during the eight-week challenges.

The discovery phase, ideation and prototyping phase, and refine and packaging phase are the three work phases that assist teams organize their project in between these events.

Contracts and intellectual property rights (IPR) agreements govern the entire process, allowing firms and students to have parallel access to the outcomes while still receiving academic credit for their efforts.

The Demola method inquires four actors, as main components and their following tasks and benefits:

Students:

- Real-life work experience in a multidisciplinary and international environment.
- Specific training in innovation and new methodologies.
- Acquisition of professional skills and competencies and personal/social skills.

- Professional contacts and recruitment or self-employment opportunities (establishing start-ups based on Demola project results).
- Academic recognition.
- Revenue from licensed results.

Universities

- Development of a new kind of teaching and learning environment as well as new co-operation opportunities.
- Improvement of the training skills and methods of lecturers.
- Researchers and lecturers are also given the chance to work in a real-life environment, implementing and validating their ideas and their research outputs.
- Opportunities to create and maintain contacts with the industry and link scientific research to industrial cases through this cooperation.

Companies

- Professional support in a fully facilitated environment for a new innovation model based on co-creation.
- New knowledge, new fresh perspectives and new ideas. Demola provides insights from outside companies' own box. A new innovation culture.
- Less uncertainty and risk in the innovation process.
- Access to the best young talent through highly-educated university students eager to collaborate in real-life projects.
- Internationalisation.
- Contacts and possible future co-operation with universities and recruiting opportunities.

Public sector

- Leading a change in the mindset of innovation thinking in local, regional and national environments.
- Improvement and strengthen of collaboration links between universities and companies.
- Increase of the innovation performances of the cities and regions where Demola has been present.
- Demola works with a variety of companies and organisations that operate in different fields and sectors

Bibliography/webography:

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<https://www.user-participation.eu/planning-the-process/step-5-participatory-methods/development-of-services-or-products/demola>

<https://www.demola.net/about>

○ **Method 14-Video tutorial**

Description:

Tutorials should be designed to make a tough work simpler by providing straightforward instructions for potentially intricate processes and steps. Users should be able to save time and energy that would otherwise be spent researching by using a tutorial.

A time vs. knowledge ratio can be used to determine their usefulness: the time investment should not exceed the amount of information provided; for example, a 30-minute lesson on how to perform a relatively easy task is not a good idea; there are probably methods to make it shorter and more to the point.

Target group:

Video tutorials are aimed to help anyone in need of creating an effective, catchy and impressing videoclip.

Resources:

Writing instruments, a laptop or a computer, audio recording device(s), video recording device(s), a licensed video editing program.

Planification and transferability of the method:

Recommended for small non-governmental and private organizations.

Knowing all of the ins and outs of the subject you're teaching is the first step in creating a solid tutorial. Hopefully, you already know everything there is to know about the procedure you're teaching. If not, you should definitely go over it a few times to make sure you understand everything. The planning phase is critical: make a list or outline of what your lesson will cover and how it will be structured to keep it clear and orderly. Take notes on each step of the process as if you were a first-time visitor, as this will help you avoid skipping any sections.

Language, structure, presentation, and content are the four primary components that should be carefully examined while creating a decent instructional.

When it comes to language, it's best to avoid technical phrases and specialist jargon in favor of "layman's language": it's important to remember that people who rely on your tutorial aren't experts on the subject. The golden guideline, though, is to constantly be aware of your target audience.

The content of the video tutorial should be focused, first, on a quick description of the tutorial's objectives, a list of what you'll need to finish the project, and an outline of the topics you'll be covering. Consider the time constraint: aim for brevity while including all pertinent information. Remember that cohesiveness is important: if the tutorial is part of a series, make sure that the order is well planned so that each tutorial builds on the previous ones.

Consider how you may make your videos more entertaining when you're editing them. Perhaps you could include some quizzes or exams to allow your audience to test their knowledge.

Recognize where your target audience looks for information. Consider it and make sure you export your video in the best format possible.

You must discover what people think about your educational videos if you truly want to enhance them. What method will you use to gather feedback? Consider it ahead of time and provide customers with the option to post evaluations.

Regarding the technical aspects, knowing how to use a video editing software, might be a crucial part:

- Use correction tools to improve the quality of your video;

- on the timeline, cut, trim, and merge files;
- To connect different elements of your video, employ animated transitions.
- To make your video black and white, rotate visuals, and so on, use special effects;
- Record your own voiceover commentary and add background music.
- To your video tutorial, add titles, captions, and other text components.

Bibliography/webography:

<https://www.incomediary.com/ultimate-guide-making-online-video-tutorials>

<https://www.user-participation.eu/planning-the-process/step-5-participatory-methods/qualification-and-motivation/video-tutorial>

<https://www.movavi.com/support/how-to/how-to-create-videoguide.html>

<https://www.incomediary.com/ultimate-guide-making-online-video-tutorials>

- **Method 15-Motivational video pitch**

Description:

A video pitch is a little video you make to introduce yourself to a potential employer. You'll discuss your talents, expertise, and qualifications in it, just like you would in your motivation letter. More importantly, you'll discuss your motivation and demonstrate your soft skills. You'll be able to demonstrate real enthusiasm for the job and demonstrate your presenting and interpersonal abilities early in the hiring process.

The goal of a motivational pitch is to encourage the target audience to act in accordance with the speaker's wishes. A motivational pitch is an effective way to persuade your customers or citizens to take action in a desired direction, such as adopting a new technology or product or changing their behavior (for example use public transportation, save energy, separate waste, protect environment etc.).

It is usually used as one of the methods in a motivational campaign and can be distributed through on-line platforms like YouTube (and distributed through social media) or through traditional media like TV. It can be produced at very low cost and distributed through internet for free, making it very cost-efficient tool for motivation.

Target group:

Motivational video pitches are aimed to help anyone in need of creating an effective, catchy and impressing videoclip, in order to be showcased further in different contexts.

Resources:

Writing instruments, a laptop or a computer, audio recording device(s), video recording device(s), a licensed video editing program.

Planification and transferability of the method:

Recommended for small non-governmental and private organizations.

As the previous method, a motivational video pitch's effectiveness depends on the language through which the overall message or information is being sent.

People who can communicate effectively have a greater ability to connect with their surroundings, unite teams, and instill principles. This skill, which comes effortlessly to some people, can, however, be a struggle for others. 75 percent of the world's population is terrified to speak in public.

The goal of motivational speaking is to elicit action by conveying a highly emotional message. It's a trait of charismatic leaders, and it comes in handy when dealing with challenging situations or a lot of ambiguity.

The goal is to persuade the audience to change their minds or act in a specific way. In politics, advertising, and sales promotion, it is a frequent resource.

Technology wise, knowing how to properly use the video and audio recording devices, as well as filtering your final video through a video editing program, to improve its quality, are essential for creating a powerful content.

Bibliography/webography:

<https://www.iberdrola.com/talent/motivational-speech>

<https://www.user-participation.eu/planning-the-process/step-5-participatory-methods/qualification-and-motivation/motivational-pitch>

<https://grammar.yourdictionary.com/grammar/writing/steps-to-writing-a-motivational-speech.html>

- **Method 16-Planning cell / citizen's report**

Description:

Planning cells are a deliberative approach in which a group of randomly chosen, diverse people cooperate on generating solutions to a problem and then communicate their findings to the appropriate decision-makers. Planning cells are a discussion process established by Prof. Dr. Peter C. Dienel that is intended to serve as a form of "micro-parliament" to strengthen citizen representation, particularly in regards to their government representatives. In the past, according to Dienel, government officials have attempted to enhance connections with residents by boosting the efficiency of government institutions and giving faster reaction times when citizens voiced unhappiness with the government. These solutions, however, were insufficient for Dienel, who devised the method of planning cells to improve citizens' freedom and provide them with a tool for self-representation.

Thus, twenty-five people from varied backgrounds work together in a planning cell to generate a set of answers to a problem that a commissioning authority has assigned to the participants. These alternatives are then evaluated, and the commissioning body receives final recommendations in the form of a "Citizen's Report."

Target group:

A planning cell is aimed to help any organization or group in charge of important planning or policy decisions, as long as they are willing to accept, or at the very least seriously evaluate, the proposals that follow.

Resources:

For the Planning Cells, an organizational committee and moderators will be required.

Lodging arrangements for all attendees.

A physical place to meet, destined for this type of activities.

Writing instruments.

Planification and transferability of the method:

Recommended for public organizations, ranging in size from small, to large.

Conducting a Planning Cell requires the following phases:

Phase 1:

The most important component of the process is informing the participants about the policy options and their anticipated repercussions. Factual information and the opinions of all involved parties are complemented with their common sense and lay comprehension of the topics being discussed.

Experts, interest group representatives, and others provide citizen advisers with information about many elements of the topic at the start of each work unit in the form of reports, community visits or field tours, videos, lectures, written material, photographs, and so on. Following that, the advisers will have the chance to ask specific questions.

Phase 2:

The elicitation of values, criteria, and attributes, as well as the assigning of relative weights to the various value dimensions, is the second key component of the Planning Cell approach. This is the goal of the citizen advisers' conversations following each information phase. The conversations are held in small groups of

five people, allowing those who are less outspoken to share their thoughts. The composition of small groups should be altered on a regular basis and selected by lottery, as this helps to prevent individual viewpoints from dominating. Based on their debate and, if necessary, some form of voting system, the small groups will make a suggestion.

Phase 3:

The small group discussions result in a variety of proposals and recommendations for the work unit's assigned task. The conclusions of the small work groups are presented to the plenary as the following stage in each round.

Evaluations can be done in a variety of methods. Assigning grades or points, filling out personal evaluation questionnaires, or having a plenum vote on the different presented solutions are all possibilities. The moderators and helper record the findings of these evaluations, which will eventually be incorporated into the final report.

Creating a Citizens' Report:

The moderators' job is to compile a citizens' report from the preliminary outcomes of the planning cells.

The report should include a description of the problem and task, as well as a description of the complete procedure (advisor selection, planning cell process, voting process, and so on), as well as the results of each work unit.

Bibliography/webography:

Slocum, N. (09-2005). Participatory Methods Toolkit. A practitioner's manual Method: Planning Cell: King Baudouin Foundation and the Flemish Institute for Science and Technology Assessment

<http://civicinnovationni.org/tools-directory/Planning-Cells>

<https://www.theleadermaker.com/leadership-toolbox-planning-cell/>

<https://participedia.net/method/160>

- **Method 17-Roundtable Discussion**

Description:

Roundtable talks are small group, generally closed, deliberative processes in which participants on a specific topic exchange opinions equitably. Roundtable conversations are small group discussions in which everyone has an equal opportunity to speak. Roundtables are a type of academic conversation that can be utilized as a tactic for community and public involvement, as well as by organizations and enterprises.

Roundtables are normally closed to the general public and consist of a small group of people who talk or deliberate on a topic that is usually pre-determined. A roundtable's basic tenet is that all participants are on an equal footing.

A roundtable's main objective is to hold a focused discussion and investigation of a given topic. A roundtable seeks to face ideas rather than persons by putting all participants on an equal level. In practice, the individual goal of a roundtable conversation will vary. Roundtables can be utilized as one-time events, series, a tool inside larger participatory processes, or as regular meetings.

Target group:

Stakeholder or community organizations, business people, employees and employers, professional associations and others.

Resources:

An organizational committee has to be established, in order to take care of the event and additional activities.

The moderator plays an important role in any roundtable discussion. This is the person who chairs and, in many cases, leads the debate.

Technology devices to display questions, topics of speech etc.

A physical place that can host this type of event, depending on the number of people attending.

Publicity and advertisement of the event.

Planification and transferability of the method:

Recommended for medium and large public and private organizations.

All teams participating in the roundtable planning, production, and evaluation process must be included. These individuals will only be able to act responsibly to ensure that the objectives are met if they understand them.

You may utilize the roundtable to create other content in addition to streaming it and selling it as live experiences for your users. The most common examples are e-books and blog postings.

It is necessary to designate a staff person to the exclusive task of transcribing the entire dialogue for this to work.

Finally, it is critical to use the best tools available. Various solutions on the market provide resources to help with the entire process, from promotion to event.

Because we're talking about remote meetings, make sure the platform provides the functionality you'll need to run your roundtable.

Some options include more advanced capabilities, such as the ability to archive the entire session. In this situation, it's simple to exploit the event to boost your Content Marketing strategy's worth.

A roundtable is a great method to get professionals and experts together for in-depth conversations. As a result, you'll be able to gather useful information and urge all guests to engage.

The following are some general guidelines that may be more universally applicable:

- When someone is speaking, there should be no interruptions.
- There will be no other conversations while someone is speaking.
- Everyone is eagerly involved.
- There is no dominance.
- Opinion differences are rarely aired or taken personally.
- Keeping a respectful tone and environment

Bibliography/webography:

<https://participedia.net/method/5309>

<https://rockcontent.com/blog/roundtable/>

Bridgeman, P. A. (2010). Round Table Discussion: An Effective Public Engagement Strategy: NACSW 2010 Convention: <http://www.nacsw.org/Publications/Proceedings2010/BridgemanPRoundTable.pdf>

- **Method 18-21st Century Town Meeting**

Description:

21st Century Town Meetings are public forums that use modern communications technologies to allow large number of participants across various locations to simultaneously deliberate on the same issue in small groups. America Speaks devised a strategy for increasing the number of participants while maintaining the quality of discourse and deliberation. The approach was devised in an attempt to 'digitally modernize' the New England Town Meeting format by including the usage of Audience Response Systems and other connected technologies.

This strategy makes use of technology to address the traditional tradeoff between conversation quality and group size. They have divided the participants into groups of 10-12 people and facilitated small-group conversations. Each facilitator collects suggestions and votes from the table using a networked computer. This data is delivered to a central location, where a staff compiles all of the table remarks into topics that may be presented to the audience for discussion or voting. Each participant also has a keypad that allows them to vote on themes or topics individually. The results of these votes are displayed on enormous screens in real time, allowing participants to provide immediate feedback.

Target group:

The majority of activities are open to all people, yet it is frequently important to target hard-to-reach segments of the population in order to assure a diverse set of attendees.

Resources:

Skilled facilitators are required to run the individual tables.

An organizational committee has to be established, in order to take care of the event and additional activities.

Technology devices to display questions, topics of speech etc.

A physical place that can host this type of event, depending on the number of people attending, usually, hundreds, to a few thousands of people are expected to attend a 21st Century Town Meeting.

Publicity investemnts.

Planification and transferability of the method:

Recommended for large public organizations.

The 21st Century Town Meeting follows a four-step process similar to other public consultations or deliberative policy forums.

Phase I: Recruitment & Organizer Preparation

Participants are randomly selected via stratified sampling to ensure demographics are representative of the population in certain cases, while in others, the Town Meeting is open to the public.

Phase II: Information & Learning

Participants will then get information material via mail or email prior to the discussion day to familiarize themselves with the topic. The contents are intended to be non-partisan and unbiased.

Phase III: Town Hall Meeting (Discussion and Vote)

The town hall meeting is at the heart of the procedure: a short-term interaction in which participants can learn about complicated subjects, form their own perspectives on those issues, and make deliberate decisions as a group. A single host is in charge of the entire event. Under the leadership of an impartial moderator, the

participants are divided into tables of 10 to 12 people and discuss the subjects / questions given by the organizer. The contents of table talks are captured in real time using group-ware and processed by a central "theme team" that seeks to discern the primary opinions, positions, and themes that emerge across all tables.

All participants have access to the results summaries and can remark and vote on them using individual electronic keypads that are issued at the start of the session.

Phase IV: Reporting

Before the conference, organizers compile a report with findings and recommendations, which they give to attendees, decision-makers, and the press.

Bibliography/webography:

Lukensmeyer, C. & Lyons, S. 21st Century Town Meeting®: America Speaks:

https://www.civicus.org/documents/toolkits/PGX_B_21st%20CenturymeetingFinalWeb.pdf

<https://www.involve.org.uk/resources/methods/21st-century-town-meeting>

<https://participedia.net/method/145>

- **Method 19-Future Search Conference**

Description:

Future Search Conference is a participatory method created by Marvin Weisbord and Sandra Janoff, two American trainers. It is based on well-researched hypotheses about the circumstances under which different organizations will cooperate. It's a three-day planning conference that lasts 16 hours and helps people alter their potential for action swiftly. People narrate stories about their lives in the past, present, and future. They discover their common ground through discourse. They only establish concrete action plans after that. Participants are encouraged to look at their common interest from a different angle than they usually do.

Target group:

Future search is used across the globe and in a variety of cultures. Past, present, future, common ground, and action are all neutral notions that provide a large empty vessel into which people of all cultures pour their different realities.

Future searches will have an impact on every aspect of society, including social, economic, and technological aspects.

Resources:

The Future Search Conference requires a skilled facilitator.

A physical meeting place is needed for the activity.

Writing supplies.

Displaying tools or displaying technologies.

Lodging arrangements for all attendees.

Planification and transferability of the method:

Recommended for private and non-governmental organizations, ranging in size, from small, to large.

Recommended for NGOs and private sector entities.

When planning and implementing a Future Search Conference, it is indicated to consider the following methodological steps:

Step 1: Concentrate on the Past: Highlights and Watershed Moments

Participants write major events on big strips of paper on the walls to construct personal, community, and world history. Small groups discuss stories about each historical period and the ramifications of their stories for the work they've been assigned.

Step 2: Concentrate on the Present Situation: External Trends / Prouds and Regrets

The entire group creates a "mind map" of current trends that impact them and determines which trends are most essential for their topic. The participants then place sticky colored dots on the ones they believe are the most essential. This allows everyone to concentrate on discussing the same concerns. Participants in stakeholder groups select the 3-5 trends that are most concerning to them and describe what they are doing about them.

Step 3: Imagine the Best-Case Scenarios

Participants are then asked to create future scenarios as the next challenge.

Step 4: Concentrate on Consensus: Find and confirm Common Ground.

Participants produce a list of topics that appeared to be common ground among the future scenarios in mixed groups. Values, ideals, and major concepts are all part of this. Participants further define the common ground by working in small groups together. This phase results in everyone in the room having a shared understanding of common ground. Diverse groups present themes that they believe everyone can relate to. To reach a consensus, the entire group engages in a dialogue.

Step 5: Concentrate on Action Plans, which include Measures, Projects, and Next Steps.

Self-selected action groups plan measures and projects. Each small group presents the complete group with a vision statement that capture the core of its category, as well as short and long-term action plans. This is the location where public pledges and collaborations are established and negotiated, such as between non-governmental organizations (NGOs) and government agencies, and/or between companies and/or private individuals.

The conference comes to an end with a question and answer (Q&A) session. As the conference draws to a conclusion, each attendee says a few words about how they are feeling right now.

Bibliography/webography:

Conference on Public Communication and Large-Scale Urban Regeneration Projects (09-2006). Future Search Conference in Theory and Practice:
<http://www.sellnow.de/docs/Sellnow%20future%20search%20conference.pdf>

<https://futuresearch.net/about/methodology/>

- **Horizontal supporting methods**

Method (20)-Brainstorming

Brainstorming blends lateral thinking with a casual, informal approach to problem resolution. It encourages people to come up with ideas and thoughts that may appear a little strange at first. Some of these concepts can be developed into unique, innovative solutions to problems, while others can create new ones. This "jolts" people out of their regular thought patterns, which helps them get unstuck.

As a result, people should refrain from criticizing or encouraging ideas during brainstorming sessions. You're attempting to expand possibilities and dispel misconceptions about the problem's boundaries. At this stage, judgment and analysis stifle idea production and hinder creativity.

At the end of the session, evaluate ideas - now is the time to dig deeper into solutions using traditional methods.

Brainstorming is best recommended for:

Both public and private organizational sectors, as well as for the NGO sector. Unhelpful group conduct can often derail traditional group issue solving. While it's critical to begin with an organized, analytical process when solving challenges, doing so can lead to a group coming up with limiting and uninspired solutions.

Webography: <https://www.mindtools.com/brainstm.html>

<https://www.interaction-design.org/literature/topics/brainstorming>

Method (21)-Speed dating

Speed dating represents a fast way to get people to know each other before the workshop starts. Speed dating appeared in 1998 as a convenient way for potential romantic partners to meet (Deyo & Deyo, 2003); however, in 2005, the concept was co-opted by the educational world and adapted for use in the classroom (Muurlink & Matas, 2011).

Participants in the speed dating session may be allowed to simply discuss freely about a topic during each "date." Many mediators tend to choose speed dating games as an icebreaker early in the semester so that participants may get to know one another while discussing course content.

Webography: <https://www.user-participation.eu/planning-the-process/step-5-participatory-methods/horizontal-supporting-methods>

<https://ablconnect.harvard.edu/speed-dating-research>

Chapter III

Collection of methods applied in partner organizations

ONLINE COMMUNITY CREATION TOOL

<p>The aim of the tool is to build interaction / communication channels within your group / community by using modern technology. It can significantly support the interaction for your group / community members and build vital and important online communities. This can be a valuable source for professional learning as well as function as dynamic support for the participants.</p>	
<p>How to use the tool: When members of your community / group have limited amount of time, are geographically distant to each other and do not have the opportunity to organize face-to-face meetings.</p>	
<p>Name of your institution and contact details: PP2 Institute of Social Innovations info@socialni-inovace.cz</p>	
<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - working method/ tool 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - disabled people - people from isolated areas - Other: Roma communities
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 15 – 30 years old - 30-60 years old 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - 5-20 people - 20- 100 people - One community -
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - long – term activity 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Civic involvement
<p>For which stakeholder it the tool recommended:</p>	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - Better communication

<ul style="list-style-type: none"> - NGO - Public institution - Local community 	<ul style="list-style-type: none"> - Secure participation -
<p>Detailed description of the tool:</p>	<p>While you can choose between different platforms as collaboration and communication tool to connect everyone in your community, this example was built on the »Workplace« from Facebook. It provides for a simple, secure and productive way for people to share knowledge, work together and build connected communities, regardless of their location.</p> <p>The platform's interface looks just like Facebook's. Thus, its main advantage is familiarity among end users. Therefore less time is needed to learn how to use the tool. This increases the likelihood for a strong uptake. One difference is that it is adapted for work and provides for a »safe space« for you and your community.</p> <p>This social media platform has easy-to-use features like:</p> <ul style="list-style-type: none"> • News feed • Groups • Chat • Live video • People directory <p>Workplace connects with tools you're already using, like G Suite, Office 365 and Dropbox.</p> <p>There are many different online collaboration tools out there you can choose from while planning to build your own online community, like:</p> <ul style="list-style-type: none"> • Slack • Microsoft Teams • Quip • Cisco Webex Teams • Chatter • Asana <p>The essential steps to implement the tool:</p> <ol style="list-style-type: none"> 1. 6 initial actions to create an online community 2. Start to build your community 3. Long-term sustainability of your online community <p>Step 1: 6 initial actions to create online community</p>

As a first action in creating an online community with Workplace it is essential to create an account that will enable you to invite other members:

- 1. Go to: <https://work.workplace.com/>
- 2. Register with your e-mail account
- 3. Check your inbox for the code
- 4. Activate your account
- 5. Create your account
- 6. Get started

Step 2: Start to build your community

A community is a place of inclusion where people bond over a common interest, passion, need or purpose. It is a place where relationships are built. It is no different with the online community. When you are starting to build your community it is important to find out what your target group wants and/or needs by conducting a research/analysis. Only when you know the needs or problems you can define a content that will attract future community members. Important is also to plan communication in different ways, like audio, video and written content in order to cover different media preferences of your members.

Since you are building an online community to offer support and mutual learning on common objectives things cannot be left to the community members themselves - at least not at the beginning when the community is building up and relationships establish. At this point it is useful (or necessary) to appoint a community manager that will engage with the community members in order for them to interact with each other and attract new members.

To start building knowledge and support you should identify the appropriate leaders, mentors and experts that can prepare specific content in different ways and agree with them related to their engagement to address the online community members.

They can produce short introductory videos (3 – 10 min) on a specific issues relevant to the community problems. They can also publish posts from other sources that further explain the topic or present thematic good practices and initiate a debate around them.

Invite public, mentors, advisers, stakeholders, etc. to join your online group, become users and explain them the benefits of online community. Members have the opportunity to react to posts in the form of questions or comments, that are answered by the leader/mentor/expert immediately after the posts are published or at their suitable time (if possible, agree with them on their reaction time). Communication is not limited to the posts from leaders/mentors/experts only. In this way the community is able to be alive and grow.

	<p>Step 3: Long-term sustainability of your online community</p> <p>Make sure that the community manager monitors progress on a weekly basis and provides activities to make the community alive and growing.</p> <p>Next to communication options Workplace enables saving the recordings and files and, in this way, provides unlimited access to thematic inputs.</p>
Expert recommended to support the implementation process:	<p>Petr Tříska, Project Expert</p> <p>Mobile phone: +420 776 334 602</p> <p>E-mail: info@socialni-inovace.cz, petr_triska@centrum.cz</p>
Sources of inspiration/ information	<p>In this tool we are referring to a service that is provided by the company Facebook. It is available for free and deems to be easily applicable. However the alternative applications to achieve the same objective also exist.</p>

Lean Canvas Tool

<p>Lean Canvas methodology belongs to the most fundamental tools for laying out the main important parts of an early-stage project. While it is not focused on project details, its complexity helps understanding the potential of any project on one simple canvas:</p> <ul style="list-style-type: none"> • Do you want to create new project or service? • Don't you want to miss anything important? • Lean Canvas is simplified project plan on one page which will give comprehensive overview of your idea and in the same time it won't let you expand too much. <p>Lean Canvas is a simplified structure of a project showing to you (as well as your partners or colleagues) the main aspects, challenges and opportunities of your idea. It enables you to draw up an overview of different important points of your potential project.</p> <p>The Lean Canvas can be used in different ways when a project idea is in early-stages and to receive a rough overview on the most important parts of the project:</p> <ul style="list-style-type: none"> • In a workshop setting as an deliberative process, • Individually as an ongoing process, • Sub-sections can be analysed and together with stakeholders an in-depth analysis may follow. <p>After the initial stages it is important to continuously work with and update the Lean Canvas – change, add, delete, etc., alternatively restart again with other idea if the existing one is not viable (abandon an unsustainable idea in this stage is the cheapest solution).</p>
<p>Name of your institution and contact details:</p>

PP2 Institute of Social Innovations info@socialni-inovace.cz	
What tool you are presenting: <ul style="list-style-type: none"> - working method/ tool 	Which category of disadvantage groups beside Roma people were targeted by your tool/ activity: <ul style="list-style-type: none"> - Other: social entrepreneurs / innovators
Which was the age category of your beneficiary (can be multiple answer too): <ul style="list-style-type: none"> - 15 – 30 years old - 30-60 years old 	Which was the size of the group targeted: <ul style="list-style-type: none"> - 5-20 people
Duration needed to implement your tool/ activity: <ul style="list-style-type: none"> - 1-5 hours - 1 day 	What field was this tool/ activity covering: <ul style="list-style-type: none"> - Employment - Other, please specify: project implementation, social entrepreneurship
For which stakeholder it the tool recommended: <ul style="list-style-type: none"> - NGO - Local community 	For what can this tool/activity be used? <ul style="list-style-type: none"> - Strategic planning
Detailed description of the tool:	<p>The essential steps to implement the tool:</p> <ol style="list-style-type: none"> 1. Analyse your target groups & their needs 2. Define solution & its added value 3. Define channels & revenue streams 4. Define cost structure & performance indicators 5. Consider the meta-context <p>Step 1: Analyse your target groups and their problems</p> <p>Start with a target group definition because it is the most important along with problems/needs. The reason is logical. If you do not</p>

understand who are you targeting to or don't know what problem/need you are solving, your project idea does not have any proven potential.

What to ask while filling in this question?

- Who are potential target groups? (write down demographics of the target group segment, use only one targeted segment and do not combine them)
- Who are potential early adopters? (early adopters are people who are willing to use your product in early-stages when it is not finished or even working properly because they are particularly interested in the solution)

The box “**problem**” represents what customers' problems or needs are you trying to solve with your project. The less people feeling the problem/need, the lower is the potential of the project to be sustainable.

What to ask while filling this question?

- What 3 problems am I trying to solve with my project/service?
- Are there any existing alternatives on the market (besides competition) that can be a risk for my project/service?

Step 2: Define Solution & its added value

What is the **solution** going to be? Be very specific and brief. Try to explain the solution in one sentence.

What to ask while filling in this question?

- What is the solution to the users' problem/need?

Added value is something that can make a product/service stand out from the competition. It can be a unique mixture of add-ons to your solution.

What to ask while filling this question?

- What added value do you offer with your project/service?
- Which existing ideas would be similar to yours?



Step 3: Define Channels & revenue streams

Channels are basically marketing. Think about the many ways of how can you approach your potential target groups.

What to ask while filling in this question?

- What channels do my target groups use to get information? (Social media, conferences, LinkedIn groups, forums, etc.)

Write down all of the **revenue streams** that can bring cashflow to your project once the project/service is ready. Write down future streams that will not be available right from the start.

What to ask while filling in this question?

- What are the different ways of how I may make benefit out of my project/service?

Step 4: Define cost structure & performance indicators

What is the solution? Write down **all of the costs** that are connected to the project in its early-stages. Both one-time costs and also re-occurring.

What to ask while filling in this question?

- What costs are connected to building my project/service?

Key metrics represent a simple version of key performance indicators (KPIs). They can change in the early-stages quite often. If an idea is in a nascent stage, the first key metrics should not be about selling but about showing the project/service to potential users.

What to ask while filling in this question?

- What key metrics do I need to look at to make sure my project is moving forward?

Step 5: Consider the meta-context

Unfair advantage over competition is something that other organizations cannot steal from you, copy or buy somewhere else. A great example of unfair advantages are patents, loyal community or a unique mix of know-how.

If you currently have no unfair advantage, try to think of one that you want to achieve in the future.

What to ask while filling in this question?

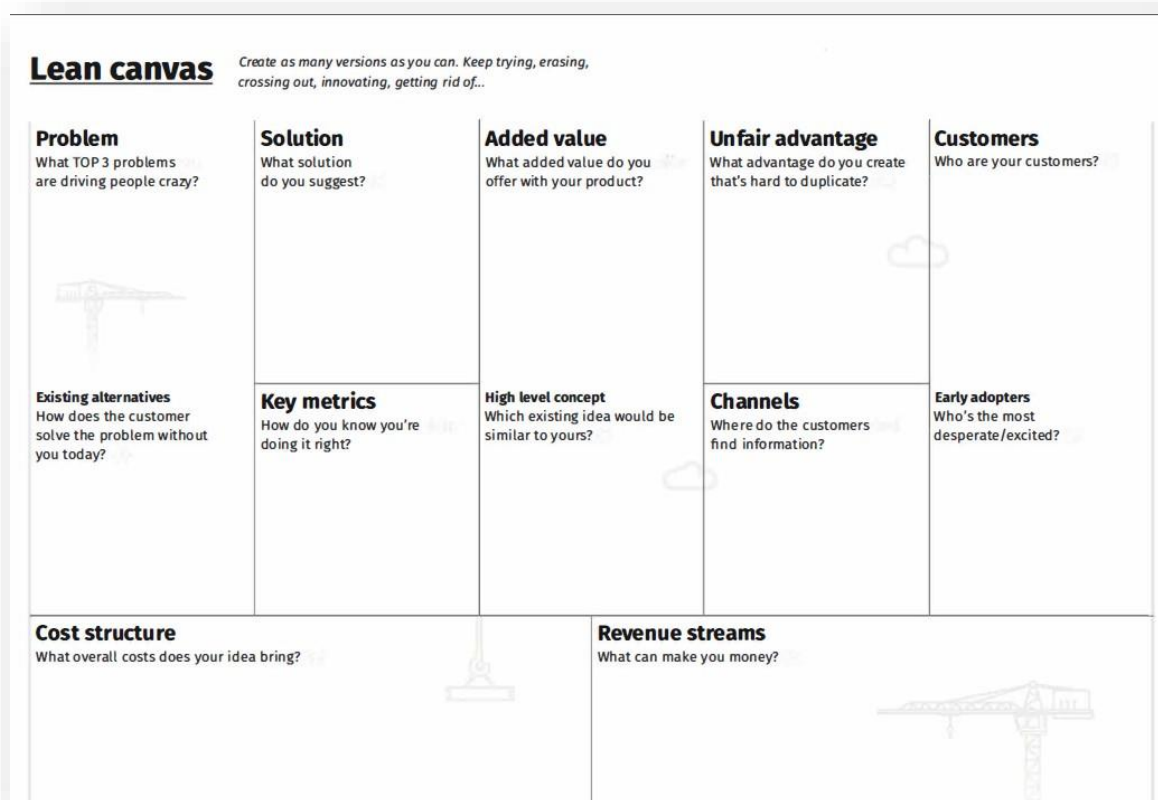
- What advantage do I have that cannot be stolen, copied or bought somewhere else?

Finally, you complete the lean canvas (probably as the first of many iteration loops), you will have the opportunity to see the project unfold. Not only will you see the most important parts of the project, but also the context of how the market and product are connected.

	In the next steps it is important to re-evaluate the correctness of the data in the lean canvas with validation. In practice, this means collect data with online research and offline dialogues with potential users.
Expert recommended to support the implementation process:	Petr Tříska, Project Expert Mobile phone: +420 776 334 602 E-mail: info@socialni-inovace.cz , petr_triska@centrum.cz
Sources of inspiration/information	Lean Canvas tool is using its web-based software format: https://canvanizer.com/new/lean-canvas

Annex:

Additional perspective: The Lean Canvas Model



Community Network Activation Tool

To stimulate active participation, to better coordinate your multi-stakeholder networking initiatives and facilitate the creation of local partnership it is likely that you have to deal with a lot

of different stakeholders. Existing social networks can be of great influence on the success of your enterprise. Activating the right people is thus important. This tool will help you to make a plan to activate the right people for the success of your partnership development.

The tool helps you to create a visual networking map that enables you to make the roles and influence of different stakeholders on your social aims explicit. By making an action plan incorporating this knowledge, you can activate the right people to strengthen your network and your organization. By using this tool regularly, you can improve your understanding of why certain goals have been achieved and also gain insights into why some might not.

Name of your institution and contact details:

PP2 Institute of Social Innovations

info@socialni-inovace.cz

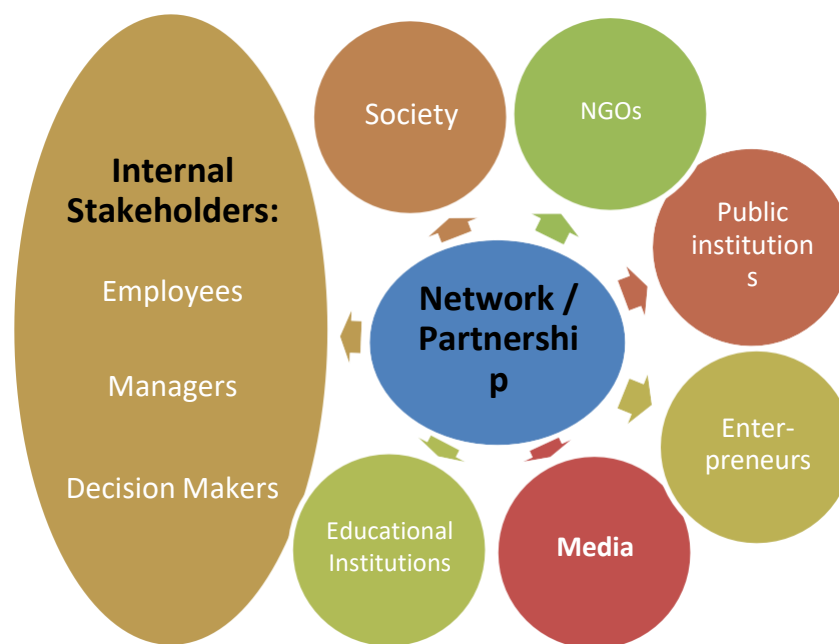
<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - working method/ tool 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - people from isolated areas - women (Roma women) - Other : Roma communities
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 15 – 30 years old - 30-60 years old - Above 60 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - One community - One region
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1-5 hours - 1 day - Other, please specify: long – term activity 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Civic involvement -
<p>For which stakeholder it the tool recommended:</p> <ul style="list-style-type: none"> - NGO - Public institution 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - Better communication - Secure participation - Strategic planning

<p>- Local community</p>	
<p>Detailed description of the tool:</p>	<p>The essential steps to implement the tool:</p> <ol style="list-style-type: none"> 4. Define goals 5. Determine stakeholders and their roles 6. Determine profitability of each business line 7. Determine action <p>Step 1: Define goals</p> <p>A. Firstly, think of who to include in the team that you work through this tool with. Different people have different networks and a different perspective on the relations within networks, so think of who you can include in your group to create the most elaborate understanding of the total network you want to investigate</p> <p>B. Secondly, <u>determine your specific goal</u>. Do you use this tool to get an insight into who can influence the success of your partnership / network? Or is there another specific question concerning for example the distribution of resources in your network that you want to investigate? If you have your specific goal clear, it becomes easier to focus the rest of the steps into that direction.</p> <p>Step 2: Determine stakeholders and their roles</p> <ul style="list-style-type: none"> • Make a list of all the stakeholders in your network that are relevant for the specific goal you selected in step 1. • Determine the role of each stakeholder. You can use figurines in different colours (or coloured post-its) to represent different stakeholder groups. • Take a big sheet of paper and distribute the stakeholders over this sheet. • Determine the sentiment of each stakeholder. Are they supporting of your goal or do they have doubts? Assign different colours to the different sentiments: <p>For each stakeholder, place a coloured marking on the right-hand corner of the post-it:</p> <p>Yellow / orange = Silent mass / neutral, Green = Supporter,</p>

Red = Doubter,
or Blue = Opposition

For each stakeholder, place a coloured marking on the right-hand corner of the post-it corresponding with the sentiment of respective stakeholder.

Example: Stakeholders: list of examples / potential stakeholders



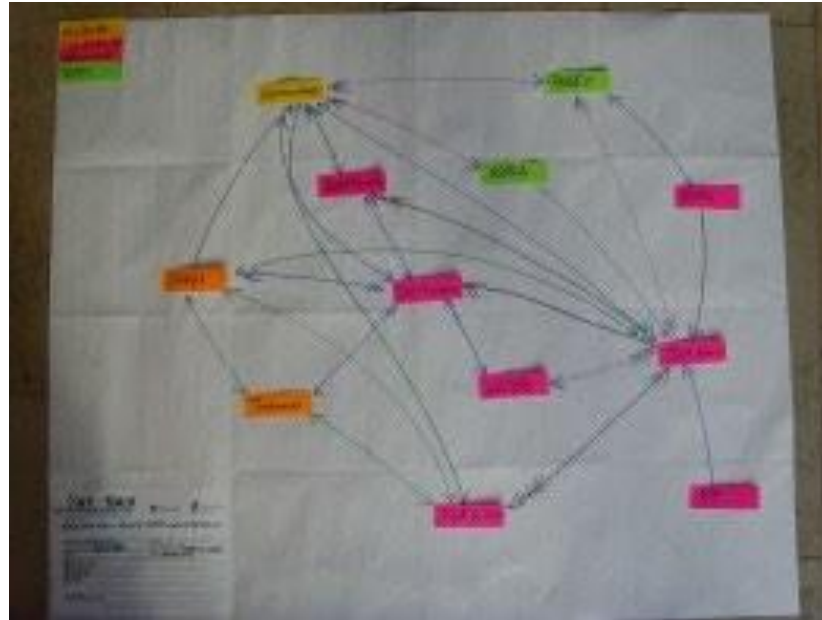
Step 3: Determine links between stakeholders

A. First, it is important to determine the type of links that you want to examine. Are you for example interested in the flow of funding or in the flow of certain information? Or are you more interested in lines of conflict.

B. You can use pens in different colours to be able to distinguish between the different types of links. Don't forget to draw a legend on your map, so when you look at your map later you won't forget what the different colours represent.

C. After you have decided the type of links you want to map, draw them onto your map by drawing arrows between the stakeholders that have a certain link.

Example:



Step 4: Determine level of influence of stakeholders

A. First, think of how you define the influence of stakeholders in your network. Keep in mind that you focus on influence in a specific situation and not influence on the world in general.

B. After you have created a definition of influence, it is time to determine the level of influence of the individual stakeholders on your map. Rate this on a scale from 1 to 5 for each stakeholders (1 being the lowest score, 5 being the highest score). Note down this number in the top-left corner of the post-it.

Step 5: Determine Action

Examine the links between the different stakeholders and analyse how lines of influences flow through your network. Then analyse who you need to activate in order to help you reach your goals. The following questions can help you with that.

Examine links and levels of influence:

- How are the links between stakeholders distributed? Who has many links with others, who has little?
- How is the sentiment of different stakeholders related to the links that they have?
- How are the levels of influence distributed in your network? Is it concentrated or distribute over multiple stakeholders?

	<ul style="list-style-type: none"> • Where are the blinds spots in your network that you don't have so much information about? <p>Who can you activate to help you reach your goals?</p> <ul style="list-style-type: none"> • Who can you activate to help influence veto-players or other influential stakeholders? (direct or indirect) • How can you use supportive stakeholders in your network? • How can you create new connections to strengthen the community you work in? <p>How can you activate these stakeholders?</p> <ul style="list-style-type: none"> • What are the goals of the stakeholders you want to activate? • Who are they influenced by? <p><i>Table:</i></p> <table border="1" data-bbox="469 927 1286 1330"> <thead> <tr> <th></th> <th>Stakeholder 1</th> <th>Stakeholder 2</th> <th>...</th> </tr> </thead> <tbody> <tr> <td>Information to gather</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Actions to take</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Stakeholder 1	Stakeholder 2	...	Information to gather				Actions to take							
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Information to gather																	
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Expert recommended to support the implementation process:	Petr Tříska, Project Expert Mobile phone: +420 776 334 602 E-mail: info@socialni-inovace.cz , petr_triska@centrum.cz																
Sources of inspiration/ information	It is possible to use for a free available workbooks and templates of the Matrix Map (see e.g. http://www.nonprofitsustainability.org/)																

Social Impact Measurement Tool

<p>Measurement of Social Impact matters. Social organizations need, more than ever, to evidence it as the funding and commissioning landscape evolves and grows ever more competitive. However, this is not simply a funder or commissioner-driven need. A range of drivers include burgeoning social need, cash constraints in public funding, legislative change, changing delivery and funder landscapes, growth of a measurement culture in policy-making and public life, and evolving thinking in measurement itself.</p> <p>Against this backdrop it seems all too easy to see the plethora of measurement tools and approaches, and the refreshing debate as the social sector strives for improvement as divergent thought and disagreement.</p> <p>The objective is not to actually come up with the final strategy but rather prepare you to take an informed decision.</p> <p>Social Impact Measurement is a powerful tool that helps organization to be more impact oriented. Internally, it serves as foundation for strategic decisions and help in the optimization of the organization processes. Externally, it can establish and secure legitimacy in the public. This can help organization in mobilizing resources and establishing public legitimacy.</p>	
<p>Name of your institution and contact details: PP2 Institute of Social Innovations info@socialni-inovace.cz</p>	
<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - working method/ tool 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - Other: Organizations working with Roma
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 15 – 30 years old - 30-60 years old 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - 5-20 people - 20- 100 people
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1-5 hours - 1 day 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - public legitimacy

<ul style="list-style-type: none"> - Impact Measurement is never-ending process 	
<p>For which stakeholder it the tool recommended:</p> <ul style="list-style-type: none"> - NGO - Public institution - Local community 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - Strategic planning -
<p>Detailed description of the tool:</p>	<p>The tools and approaches for impact measurement can vary from simple questionnaire to more advanced outcome harvesting and impact mapping. However, all of them are following a simple logic of building an image of the impact of your activities on your target groups and on your community, and society at large.</p> <p>The essential steps to implement the tool:</p> <ol style="list-style-type: none"> 8. Factors that influence social impact measurement 9. Assess the maturity of Impact Measurement approach 10. Determination of the Impact Measurement needs & demands 11. Preparing Social Impact Measurement Strategy <p>1. Factors that influence Social Impact Measurement</p> <p>Social organizations may want to measure their impact because of bottom-up factors, such as a desire to improve services, or a wish to see what difference the organization makes to society. Equally, organizations may need to measure their impact as a result of top-down factors, such as funder or donors requirements. This could be true for organizations more reliant on grant applications.</p> <p>Factors that may influence Social Impact Measurement:</p> <ul style="list-style-type: none"> ✓ Attribution or what percentage of outcomes could have been caused by other interventions by organizations or people. ✓ Deadweight or what would have happened anyway to a beneficiary or group regardless of interventions by the Social Service Provider.

- ✓ The requirement and value of performance and financial proxies placed against outcomes and the comparability of these.
- ✓ The assessment of risk against social impact outcomes.
- ✓ The assessment of negative outcomes or unintended consequences of services provided.
- ✓ The differing value of immeasurable outcomes to the respective target groups.

Diagram: Common threads of impact measurement



2. Assess the maturity of impact measurement approach

Before rushing into applying any social impact measurement tools to the work, it is quite important to assess how mature is your organization in terms of Impact Assessment. The seven steps can reflect 7 levels of maturity and each level can have its own tools and approaches to measure its fulfilling.

1. Activity are carried out as planned
2. Target groups are reached
3. Target groups accepted offers
4. Target groups change their attitudes and/or develop new skills
5. Target groups change their behaviour
6. The target groups' living conditions change
7. Society changes

3. Determination of the Impact Measurement needs & demands

After determining your level of maturity with the help of the results staircase, you can use the different measurement methods as a guide while determining your needs and demands for assessing the impact of your work.

Diagram: The results staircase

Source: 2019 PHINEO gAG



Output-level: The first three steps merely describe outputs, meaning “the quality” for the target group is not assessed. While we shouldn’t call it Impact Measurement, this “output” dimension is important. For example, many donor reporting require you to merely show that an event, trainings etc. took place this however, does often tell nothing about the quality of trainings.

Outcome-Level: In the three steps of outcomes the true magic-happens; your target group or beneficiaries first change their attitudes and/or develop new skills then change their behavior and eventually living conditions change for the better. For any Impact Measurement approach the question of behavior-change will be salient (and methodologic difficult to approach).

Impact –Level: Social Enterprises always often reach for the stars. In this context, when it comes to IA, it can be said that actually measuring Impact (= Changes on the society level) is nearly impossible. While “impact” can be described as the contribution of your enterprise at the societal level, impact will be always (positively or negatively) affected by many factors that are out of your control.

4. Preparing Social Impact Measurement strategy

At the beginning the results’ staircase was used to determine your actual maturity degree in the context of social impact measurement. The measurement methods, explained in the next step, can be also used to assist you in improving your maturity level of Social Impact Measurement to level up for one step to the following one. Now after knowing where you are and where you want to be heading, you can set a strategy that define a concrete steps toward achieving a higher level of Impact Measurement’s maturity.

When you know the reason for measurement, you can work out which method or tool is most suitable.

Level	Expectation	How the evidence can be generated
Level 1	You can give an account of impact. E.g. providing a logical reason, or set of reasons, for why your project could have impact on one of your funders outcomes, and why that would be an improvement on the current situation.	You should be able to do this yourself, and draw upon existing data and research from other sources.
Level 2	You are gathering data that shows some change amongst your beneficiaries / end-users / target groups.	At this stage, data can begin to show effect but it will not evidence direct causality. You could consider such methods as: pre and post survey evaluation; cohort/panel study, regular interval surveying.
Level 3	You can demonstrate that your project is causing the impact, by showing less impact amongst those who are not amongst your beneficiaries / end-users / target groups.	Consider robust methods using a control group (or another well justified method) that begin to isolate the impact of the project. Random selection of participants strengthens your evidence at this level; you need to have a sufficiently large sample at hand (scale is important in this case).
Level 4	You are able to explain why and how your project is having the impact you have observed and evidenced so far. An independent evaluation validates the impact you observe/generate.	Donors are looking for a robust independent evaluation that investigates and validates the nature of the impact. This might include endorsement via commercial standards,

	<p>The project delivers impact at a reasonable cost, suggesting that it could be replicated and purchased in multiple locations.</p>	<p>industry kitemarks etc. You will need documented standardization of delivery and processes. You will need data to demonstrate acceptable costs.</p>
Level 5	<p>You can show that your project could be operated up by someone else, somewhere else and scaled-up, whilst continuing to have positive and direct impact on the outcome and remaining a financially viable proposition.</p>	<p>Donors expect to see use of methods like multiple replication evaluations; future scenario analysis; fidelity evaluation.</p>
	<p>Following tools can be used to extract data through different levels:</p> <ul style="list-style-type: none"> • Questionnaire & Survey • Focus group discussion • Key Informant Interview • Desk Review • Success Stories • Etc. 	
Expert recommended to support the implementation process:	<p>Petr Tříska, Project Expert Mobile phone: +420 776 334 602 E-mail: info@socialni-inovace.cz, petr_triska@centrum.cz</p>	
Sources of inspiration/information	<p>https://www.phineo.org/en/social-impact-navigator</p>	

Presence methodology

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - working method/ tool 	<p>Which category of disadvantage groups were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - <u>Roma people</u>
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - <u>0-14 years old</u> - <u>15 – 30 years old</u> - <u>30-60 years old</u> - <u>Above 60</u> 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - Up to 5 people - 5-20 people - 20- 100 people - More than 100 - <u>One community</u> - One region
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - <u>1-5 hours</u> - 1 day - 1-7 days - 1 month - 1 year - Other , please specify _____ 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Housing - <u>Education</u> - <u>Health</u> - <u>Employment</u> - <u>Antidiscrimination</u> - <u>Culture</u> - <u>Civic involvement</u> - Other, please specify, _____
<p>For which stakeholder it's recommended:</p> <ul style="list-style-type: none"> - <u>NGO</u> - <u>Public institution</u> - <u>Public authority</u> - <u>Local community</u> - Mass media 	<p>For what we can use this tool/activity?</p> <ul style="list-style-type: none"> - <u>Better communication</u> - <u>Secure participation</u> - <u>Strategic planning</u> - Policy making
<p>Detailed description of the tool:</p> <p>Assuring the basis of developments for Roma integration, social work in marginalized communities and segregates.</p> <p>The objective of the Presence Methodology is to create a living</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Community development • Establishment of connections (bridges) within society • Self-education and empowerment • First aid for health, education, administration and housing • Permanent social presence based on confidence <p>Actions/Activities:</p>

<p>community in these socially atomised places, to initiate smaller-bigger developments according to the situation of the segregate, to build bridges between the society and the people living in segregates, to assist those people who are living on the colony, to respect them, and to reach a situation in which the community of the segregate can solve also individually the challenges and problems arised.</p> <p>The Presence Methodology based on an open, proactive, continuously assisting and trustful social work, intends to offer social-community services for a marginalized community groups, and on this basis to offer for example educational, health and other type of services that were not provided for a long time and neither the local administration nor the EU development policies were able to solve this kind of marginalization.</p> <p>The tools system utilized within the Presence Methodology consists not only social work/assistance, because the development of each segregate needs a complete vision. Following the initial confidence building, it also covers the recognition and implementation of the necessary health,</p>	<ul style="list-style-type: none"> • Social assistance, family assistance, debt management, provision of basic needs, operation of community care for addicts; • Assistance of education, training, assisting of local educational institutions, afterschool programs, developments, services, early childhood developments, playhouses, community places, schools; • Assisting employment, organization of training, assisting the mobility for employment, transit employment, establishment of jobs, kitchen garden and backyard programs; • Housing assistance, local house rehabilitation with donations and collective work, assisting mobility, assisting the moving; • Health assistance, establishment of community bath, health profilactic programmes, assisting the reach of medical services and medicine switching, providing medical devices; • Community development, management of the community spaces, organization of community actions and programs; • Mediation, sending positive messages about marginalized groups, establishing professional dialogue, involvement of supporters and volunteers, reversed integration, conflict management, mediation. • Community bath and laundry <p>Process description (please add a timeline):</p> <p>The application of the methodology in each case requires several years, the standard steps are the following:</p> <ul style="list-style-type: none"> • Phase 1: Pre-organization, consultations – at least 6 months • Phase 2: Backpack mode, introduction – at least 3 months • Phase 3: Provision of the basic necessity – permanent • Phase 4: Establishment of presence center – at least 4 months • Phase 5: Building a cooperation based on trust – at least 6 months • Phase 6: Preparation of a social diagnosis – at least 6 months • Phase 7: Elaboration of a participatory intervention plan – at least 3 months • Phase 8: Implementation of interventions – continuous • Phase 9: Evaluation of interventions - continuous <p>The above presented steps can have slightly modifications according to the social diagnosis, community participation and their relationship.</p> <p>Roles and responsibilities of the stakeholders involved in the implementation:</p> <p><u>NGO providing social services:</u></p>
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<p>education, housing and even employment interventions (developments).</p>	<p>Providing presence, establishment of diagnosis, coordination of the intervention planification, connection role between various actors, facilitation</p> <p><u>Local public authority (city council)/(county council):</u></p> <p>Infrastructure, financial background, political lobby, providing institutional/administrative/juridical assistance</p> <p>Target group:</p> <p>The target group is composed of the whole community of the colony, that represents 300-400 people.</p> <p>Roles and responsibilities of the target group:</p> <p><u>Roma community:</u></p> <p>Openness for change, confidence, responsibility and taking part in various community activities, volunteering.</p> <p>At the same time the responsibility of the organization and implementation of different activities is also the responsibility of the beneficiary community.</p> <p><u>Majority society:</u></p> <p>Patience, openness, tolerance, volunteering, cooperation.</p> <p>Resources needed:</p> <ul style="list-style-type: none"> • Land: possibly with yard IN SEGREGATION! • Presence center: container or house • Utilities: water supply, energy, sewage system, etc. • Furnishing: furniture, washing machine, etc. • Consumable: toys, equipments, etc. • Wages for specialists: wages for 4-5 employees • Monthly service and maintenance costs • First aid allocation: allocation frame for the community for critical situations <p>Challenges faced:</p> <ul style="list-style-type: none"> • Lack of financial resources • Lack of community cooperation
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	<ul style="list-style-type: none"> • Structural obstacles: shortcomings in the state legal system and social support system • Shortcomings in cadastral system: problems related the land and real estate property issues <p>Results obtained:</p> <p>In case of the Presence Methodology it has to be defined also the result report, because the results of this type of „start” cannot be measured by numbers in the initial phases. In case if a child greets you, uses a handkerchief or uses the doormat before entering in the house are indicators, that cannot be counted by any organization, despite of this are representing important parts of the social assistance tools system. Besides, the development of the community in different areas is also a result. For example: getting a job, increasing number of those who are graduating a school, community and individual emancipation, etc.</p> <p>Follow up:</p> <p>Depending on the local (municipal, civil, community, etc.) indicators established for the diagnosis, depending on the local conditions.</p>
Expert recommended to support the implementation process:	Hungarian Charity Service of the Order of Malta The Romanian Maltese Relief Service
Sources of inspiration/ information	https://jelenlet.maltai.hu/wp-content/uploads/2015/05/Jelenl%c3%a9t-tanulm%c3%a1ny.pdf

Superar: szocio-muzikális intervenció program

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - working method/ tool - activity 	<p>Which category of disadvantage groups were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - disabled people - roma people - imigrants - people from isolated areas - ex-offenders - young people from foster care -
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<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - <u>0-14 years old</u> - 15 – 30 years old - 30-60 years old - Above 60 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - Up to 5 people - <u>5-20 people</u> - 20- 100 people - More than 100 - One community - One region
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - <u>1-5 hours</u> - 1 day - 1-7 days - 1 month - 1 year - Other , please specify _____ 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Housing - <u>Education</u> - Health - Employment - Antidiscrimination - Culture - Civic involvement - Other, please specify, _____
<p>For which stakeholder it's recommended:</p> <ul style="list-style-type: none"> - NGO - Public institution - Public authority - <u>Local community</u> - Mass media 	<p>For what we can use this tool/activity?</p> <ul style="list-style-type: none"> - <u>Better communication</u> - <u>Secure participation</u> - <u>Strategic planning</u> - Policy making
<p>Detailed description of the tool:</p> <p>Superar</p> <p>A colourful children- and adult group, who are communicating through music</p> <p><i>The Superar Choir of the Caritas Alba Iulia organization is a socio-music intervention programme, which was established in 2018, thanks to the cooperation between Caritas Alba Iulia and Superar, Verein zur Förderung der Musik from Austria. The major part of the</i></p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Community development • Experience pedagogy • Development of skills and personality <p>Actions/Activities:</p> <ul style="list-style-type: none"> • Choir rehearsal • Performances • Community events <p>Process description (please add a timeline):</p>

<p>children participating in the choir are originary from economically and socially disadvantaged communities, which are facing heavy discrimination and often segregation.</p> <p>The 6-13 years old children are participating in choral rehearsal for several times weekly in their locality and regularly meet also other choir members.</p> <p>Music passports for the exploration of the world We meet children in their own ambiance, we establish a relationship of trust, we learn together, we explore new things, and we sing together. Music represents a kind of passport, which assures for us to travel together and to let them show the scene and the world. The children are proud that they can share their values with the world and the audience appreciates their performance. When children and also audience are smiling, we know that the participants received a visa in their music passport.</p> <p>We are together, we sing together and we have success together The children are singing a joint and multicultural music repertory. The choir rehearsal is entertaining, interactive and supposes a lot of movement and smile. The</p>	<p>The Superar methodology intends to offer creative solutions for success and positive communication with children.</p> <p>Choir rehearsal organized weekly and several performances yearly.</p> <p>Roles and responsibilities of the stakeholders involved in the implementation:</p> <p><u>City/County council and institutions:</u> Financial background and performance opportunity</p> <p>Target group:</p> <p>The 6-13 years old children and /or adults, who are economically and socially disadvantaged, are originated from Roma communities and are facing severe discrimination and often segregation.</p> <p>Roles and responsibilities of the target group:</p> <p><u>Roma communities:</u> Participation and openness</p> <p>Resources needed:</p> <ul style="list-style-type: none"> • 1 teacher who is knowing the methodology • At least 1 teacher assistant • Utilized tools: rhythmic instruments, musical instruments, toys, etc. <p>Challenges faced:</p> <ul style="list-style-type: none"> • Lack of financial background • Lack of community cooperation • The reaction of the majority society <p>Results obtained:</p> <p>Development of the self-confidence and gaining good practices based on experiences.</p>
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<p>communication is dynamic, rhythmic, musical and often not verbal. Creates a positive atmosphere, where the learning process is undertaken but it does not seem an obligation. The songs and the music plays are often helping tools in the organic education. The success can be measured not only in the opportunity of performances, but also in the rehearsals. These are planned in such a way, to appreciate the success within them: learning of much more foreign language lyrics, then on the day before; a child whose interest was raised for a longer period; a child who is self-confident to share her/his knowledge with others; smiling children, who do not want stop singing.</p>	
<p>Expert recommended to support the implementation process:</p>	<p>Caritas Alba Iulia - Romania Superar, Verein zur Förderung der Musik - Austria</p>
<p>Sources of inspiration/ information</p>	<p>https://caritas-ab.ro/en/project/superar-choir-of-caritas-alba-iulia/ https://www.superar.eu/</p>

Harghita County Council's Working Group on Deep Poverty

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - <u>working method</u>/ tool - activity 	<p>Which category of disadvantage groups were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - disabled people - roma people - imigrants - people from isolated areas
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	<ul style="list-style-type: none"> - ex-offenders - young people from foster care
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - <u>0-14 years old</u> - <u>15 – 30 years old</u> - <u>30-60 years old</u> - <u>Above 60</u> 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - Up to 5 people - 5-20 people - 20- 100 people - More than 100 - One community - <u>One region</u>
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1-5 hours - 1 day - <u>1-7 days</u> - 1 month - 1 year - Other , please specify _____ 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Housing - Education - Health - Employment - Antidiscrimination - Culture - Civic involvement - Other, please specify, <u>Social Policy</u>
<p>For which stakeholder it's recommended:</p> <ul style="list-style-type: none"> - NGO - Public institution - Public authority - <u>Local community</u> - Mass media 	<p>For what we can use this tool/activity?</p> <ul style="list-style-type: none"> - Better communication - <u>Secure participation</u> - <u>Strategic planning</u> - <u>Policy making</u>
<p>Detailed description of the tool:</p> <p>This is a non-formal cooperation form, which main objective is the joint involvement and enhancing of collaboration. The working group is composed of different organizations and experts, who have several years experience in the field of the integration of deep poverty</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Encouraging professional cooperations • Inventory and situation analysis • Policy lobby <p>Actions/Activities:</p> <ul style="list-style-type: none"> • Researches, focus group discussions, elaboration of analysis • Elaboration of the intervention plans • Consultations, planning and cooperation <p>Process description (please add a timeline):</p>

<p>communities and/or marginalized Roma communities.</p> <p>The working group has monthly meetings and/or consultations, and tries to find solutions for actual problems that need interventions.</p> <p>The working group was established in December 2020, and following the huge fire that occurred in Șumuleu-Ciuc in January, started a very active work, in order to make the necessary interventions, according to the existing cooperation network.</p> <p>Besides it was started a research process that helps us to get a real view on the existing situation. Following the research, there are going to be elaborated development strategies and work packages.</p> <p>We have to mention also the initiation of the central, political lobby, which can assist us to solve the structural lacks, that are extremely important in the field of integration of the marginalized communities.</p>	<p>Preliminary consultations/meetings: 1-6 months (according to the local situation). Practical part: 1 month. Management: weekly/monthly meetings + permanent background work.</p> <p>Roles and responsibilities of the stakeholders involved in the implementation:</p> <p>The participating organizations and specialists are contributing with equal responsibility to the implementation of different interventions.</p> <p>Target group:</p> <p>Disadvantaged communities, mainly Roma communities, who live in segregates in the area.</p> <p>Roles and responsibilities of the target group:</p> <p><u>Roma community:</u> Participation and openness</p> <p>Resources needed:</p> <ul style="list-style-type: none"> • Cooperation intention between the NGO sector and government bodies <p>Challenges faced:</p> <ul style="list-style-type: none"> • Passivity • Structural obstacles <p>Results obtained:</p> <p>Effective intervention in crisis situation. County level poverty map County level deep poverty consultation Working materials that help social integration</p>
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	Follow up: -
Expert recommended to support the implementation process:	Harghita County Council
Sources of inspiration/ information	https://tajekoztato.hargitamegye.ro/melyszegenyseg/

Volunteering program with non-formal education tools in Roma and disadvantaged communities

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - working method/ tool 	<p>Which category of disadvantage groups were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - disabled people - roma people - young people from foster care
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 0-14 years old 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - Up to 5 people - 5-20 people
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1-2 years 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Education
<p>For which stakeholder it's recommended:</p> <ul style="list-style-type: none"> - NGO 	<p>For what we can use this tool/activity?</p> <ul style="list-style-type: none"> - Better communication - Secure participation - Strategic planning - Policy making
<p>Detailed description of the tool:</p>	<p>Objectives:</p> <p>The objective of the project is to help the beneficiaries to stay in the scholar system: to reduce early school leaving and to help the school catch up by non-formal education activities which contribute their skill and competence improvement. Throughout the activities our aim is to provide place and opportunity for their development, socialization and involvement in social life.</p> <p>The activities can directly improve the beneficiaries' educational experience, their social- and communication skills, and to develop their self-confidence, self-esteem and creativity. By equipping them with skills and knowledge they do not necessary receive from the formal educational system empower them being able to be more active in the society.</p> <p>During the activities, the beneficiaries meet new – foreign – people which - besides make them to step out of their comfort zone -, widen their knowledge about their closer and further environment and get to know other realities. This experience can motivate them to be eager for further knowledge and to get to know from the world – which in their reality means for example to continue the school, to get a job as adults or to be more aware of their own life.</p> <p>Actions/Activities:</p>

The above-mentioned objectives are reached throughout a one year or nine months long ESC (European Solidarity Corps) volunteering project which involves international volunteers coming from different countries to Romania.

During this period, the volunteers plan and implement leisure time and non-formal education activities such as art and craft, interactive learning of English with songs, moving activities and other topics, outdoor and sport activities.

Process description (please add a timeline):

1. Preparation: 6 months
 - Project planning and writing
 - preparation of the program (volunteer recruitment, connecting stakeholders and beneficiaries etc.)

2. Implementation: 9-12 months
 - Hosting volunteers
 - Establishing daily activity schedule
 - Implementation of the daily activities
 - o Planning and preparation
 - o Holding non-formal and leisure time activities for the beneficiaries
 - Continuous overviewing of the activities
 - Keeping touch with the stakeholders

3. Follow-up: 3 months
 - Evaluation of the result
 - Sharing results, dissemination
 - Administration and project reporting
 - Follow-up of the development of the beneficiaries
 - Follow-up of the volunteers' development

Roles and responsibilities of the stakeholders involved in the implementation:

- Educational institutions: We involved kindergartens and primary schools from Roma and disadvantaged communities, Orphanages and Special schools/centres hosting disabled children and young people. These institutions provide the venue and the target group which we work with during our activities.
- Scholar Inspectorate: the collaboration with the inspectorate allows us to cooperate with the schools and other educational institutions.
- Media: promoting and giving news our activities in the local and national media make the society aware of our beneficiaries' situation and raise the people's tolerance and acceptance.

Target group:

- Children from kindergartens (3-6 y.o.) and primary school students (6-12 y.o.) in Roma and/or disadvantaged communities
- Children and young people from orphanages (6-18 y.o.)
- Children and young people with disabilities from special schools (6-14 y.o.)

Roles and responsibilities of the target group:

To take part actively in the activities and respect the rules set up by the school and the volunteers. To respect the place and tools involved during the activity.

Resources needed:

- ESC fund
- Human resource (volunteers, coordinators)
- Materials provided for the activities (from the fund)
- Space for the activities

Challenges faced:

- As the activities were led by international volunteers with the support of local volunteers (or sometimes teachers), they many times faced limited communication. The Romanian speakers supported them as much they could, but this way the flow of communication was not going as smooth as all of them were native Romanian speakers.
- In case of working in the Roma communities, the volunteers faced mistrust from the parents for the first period, as some of them thought the group arrived there from the childcare. Sometimes it also happened, that because of this mistrust, the parents interrupted the activities and went into the class.
- It could happen, that the prepared activities were not adapted to the age group or the backgrounds of the children or did not put enough effort to prepare or lead the activities (properly or at all). According to this experience, the preparation phase should be reviewed more often by the coordinators.
- In the first days or weeks of new volunteers started activities, the children showed mistrust toward the volunteers which was resolved after a few activities and the children got used with the new situation. However, till this point the mistrust led to passivity of the children and were not motivated to be involved in activities.
- Many times, the volunteers prepared physical activities (sport contest or dancing etc.) due to lack of concentration in other activities.

Results obtained:

	<p>4 years of continuous volunteering projects</p> <p>Over 45 international and national volunteers involved</p> <p>Min. 8 communities / institutions involved</p> <p>Follow up:</p> <p>The interpersonal-, social- and language skills of the involved beneficiaries were developed. They gained much more practical knowledge, got to know more options in their educations.</p> <p>The institutions / stakeholders kept the collaboration and count on our collaboration in their work.</p>
Expert recommended to support the implementation process:	<p>Project Coordinator</p> <p>Teachers who supervise the class during the activities (if necessary)</p>
Sources of inspiration/ information	<p>https://nevoparudimos.ro/evs-esc-projects/?lang=en</p> <p>https://www.facebook.com/NevoParudimos</p>

Traffic regulation activity for children

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - activity 	<p>Which category of disadvantage groups were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - disabled people - roma people - young people from foster care
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 0-14 years old 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - 5-20 people
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1-5 hours 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Education -
<p>For which stakeholder it's recommended:</p> <ul style="list-style-type: none"> - NGO - 	<p>For what we can use this tool/activity?</p> <ul style="list-style-type: none"> - Better communication - Secure participation - Strategic planning



	- Policy making
Detailed description of the tool:	<p>Objectives:</p> <p>The general, long-term objective is to provide place and opportunity for children for their development, socialization and involvement in social life by non-formal education activities.</p> <p>The activities can directly improve the beneficiaries' educational experience, their social- and communication skills, and to develop their self-confidence, self-esteem and creativity. By equipping them with skills and knowledge they do not necessary receive from the formal educational system empower them being able to be more active in the society.</p> <p>The aim of this specific activity is to teach the basic traffic rules for children in kindergartens and first years in primary schools. With this practice the children can get more information about the signs on the streets, the rules they have to keep while being outside, and with this knowledge they get safer and by time they become more independent.</p> <p>Actions/Activities:</p> <p>The activity was implemented within our international volunteering project for non-formal education.</p> <p>The activity involves two stages. One preparation in which the kids learn of the rules in an interactive way, and one role play in which they can practice what they learnt.</p> <p>1. The leader(s) of the activity prepared a big interactive carton paper with drawings of streets, signs, streetlights, cars, and people. Only the roads and streets were drawn on the carton, the other elements (pedestrians, cars or t he colours of the streetlights) were drawn on separated papers and which could be removed or replaced on the paper.</p> <p>The activity starts with a presentation in which the leader(s) explain to the kids the meaning of the colours or the signs and present the very basic rules what they have to follow once being on the streets. It is followed by some questions for checking and to deepen the information.</p> <p>After this more theoretical introduction, the leader(s) say different situations and the children have to place the correct colours or the pedestrians on the board. E.g.: <i>When (and where) the people can cross the street?</i> -> The kids place the pedestrians on the crosswalk, the cars waiting before the crosswalk; the traffic light for the cars is red, for the pedestrian is green.</p> <p>2. In the second part of the exercise, the kids will participate in a role play to show what they learnt. Some of the children sit on chairs – representing cars, some of them are the pedestrians. The leader(s) present different situations in which the kids have to (re)act. E.g.: The traffic light changed from yellow to green for the cars. In this case the pedestrians have to stop in front of the crosswalk (they are allowed to walk only on the sidewalk), and the children play cars give voices as they are starting the engine and leaving.</p>

Process description (please add a timeline):

1. Planning and preparation (2-4 hours):
 - The leader(s) of the activity plans all the details of the game and set up a list of materials (carton, coloured papers, markers etc.)
 - Purchasing the materials
 - Preparation of the tool: drawing
2. Holding the activities for the children (2-3 sessions; 45 min./session)

Roles and responsibilities of the stakeholders involved in the implementation:

Educational institutions: We involved kindergartens and primary schools from Roma and disadvantaged communities, Orphanages and Special schools/centres hosting disabled children. These institutions provide the venue and the target group which we work with during our activities.

Target group:

3-7 years old children from kindergartens and primary schools from Roma and disadvantaged communities, Orphanages and Special schools/centres.

Roles and responsibilities of the target group:

To take part actively in the activities and respect the rules set up by the school and the volunteers. To respect the place and tools involved during the activity.

Resources needed:

- young people as leader of the activity (with some creativity and drawing skills)
- minimal financial source to cover the cost of the materials
- safe place where the activity can take place
- chairs

Challenges faced:

As in our case the leaders of the activity were international volunteers, they face the challenge of translation. The proper source was provided, there were local volunteers translating, but it made the process longer and the children could not focus that deep.

	<p>Results obtained:</p> <p>The children gained useful knowledge which information they use in their everyday life and which make their life safer and helping them being more independent.</p> <p>During the activities the children learnt not only the topic specific rules, but they acquired English words as well.</p> <p>In the activity the children developed themselves in focusing by listening and following the specific rules of the activity.</p> <p>Follow up:</p> <p>The volunteers and even the teachers were using this activity more times with other groups.</p>
Expert recommended to support the implementation process:	In case of international volunteers: a coordinator, local volunteers for translating and the teachers who supervise the activity.
Sources of inspiration/ information	https://nevoparudimos.ro/evs-esc-projects/?lang=en https://www.facebook.com/NevoParudimos

Show your emotions!

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - activity 	<p>Which category of disadvantage groups were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - disabled people - roma people - young people from foster care
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 0-14 years old - 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - Up to 5 people - 5-20 people -
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1-5 hours 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Housing - Education - Health
<p>For which stakeholder it's recommended:</p> <ul style="list-style-type: none"> - NGO 	<p>For what we can use this tool/activity?</p> <ul style="list-style-type: none"> - Better communication



	<ul style="list-style-type: none"> - Secure participation - Strategic planning - Policy making
<p>Detailed description of the tool:</p>	<p>Objectives:</p> <p>The general, long-term objective is to provide place and opportunity for children for their development, socialization and involvement in social life by non-formal education activities.</p> <p>The activities can directly improve the beneficiaries' educational experience, their social- and communication skills, and to develop their self-confidence, self-esteem and creativity. By equipping them with skills and knowledge they do not necessary receive from the formal educational system empower them being able to be more active in the society.</p> <p>The aim of this specific activity is to teach about emotion in general, to teach them to be aware of their own emotions, the proper way of their expressions and to recognize other's emotions. This is a sensitizer activity which enables the children to recognize and handle emotions properly, to respect other's emotions and which contributes a(n emotionally) healthy life and relationships in their future.</p> <p>Actions/Activities:</p> <p>In this activity the children were taught about emotions by (paper) emojis prepared by the activity leader (an international volunteer) within our volunteering project.</p> <p>The person(s) in charge of the activity first prepared emojis on paper or carton which represent many different emotions.</p> <p>In the first part of the activity the leader shows the emojis one by one and the children have to recognize and name them. The presentation goes from easy to more difficult/complex emotions. This is followed by a more interactive task: the leader presents different situations, and the children has to reflect on it – what the background or reason of the mentioned emotion, how it could be handled, what could be the proper reactions from the others.</p> <p>At the end of the activity (could be repeated more times according to the age of the group), the paper emojis were put on the wall, on a board or on a big carton which the children could see and check later on.</p> <p>Process description(please add a timeline):</p> <p>1. Planning and preparation (2-4 hours):</p> <ul style="list-style-type: none"> - The leader(s) of the activity plans all the details of the game and set up a list of materials (carton, colored papers, markers etc.) - Purchasing the materials - Preparation of the tool: drawing

2. Holding the activities for the children (2-3 sessions; 45 min./session)

3. Follow-up: to review the changes in the kids behaviour and relationships.

Roles and responsibilities of the stakeholders involved in the implementation:

Educational institutions: We involved kindergartens and primary schools from Roma and disadvantaged communities, Orphanages and Special schools/centres hosting disabled children. These institutions provide the venue and the target group which we work with during our activities.

Target group:

3-7 years old children from kindergartens and primary schools from Roma and disadvantaged communities, Orphanages and Special schools/centres.

Roles and responsibilities of the target group:

To take part actively in the activities and respect the rules set up by the school and the volunteers. To respect the place and tools involved during the activity.

Resources needed:

- young people as leader of the activity (with some creativity and drawing skills)
- minimal financial source to cover the cost of the materials
- safe place where the activity can take place

Challenges faced:

The children from the target groups were in different age with different level of emotional development – even though they were in the same group, there are difference between children at age 3 and 6 for example.

Results obtained:

This activity could be a review of the children’s mental and emotional state for the teacher which helps them to understand their feeling and background they have to struggle every day at their lives.

Follow up:

	The volunteers and even the teachers were using this activity more times with other groups.	
Expert recommended to support the implementation process:	In case of international volunteers: a coordinator, local volunteers for translating and the teachers who supervise the activity.	
Sources of inspiration/ information	https://www.facebook.com/NevoParudimos https://nevoparudimos.ro/evs-esc-projects/?lang=en	

romblog.net – Romblog Academy

<p>ROMBLOG.NET is a digital information portal for the Sinti and Roma. It was founded by Gilda Horvath and supported by the Austrian Government and the Austrian Broadcasting TV (ORF).</p> <p>The Romblog Online Academy is a locally founded project that will later be part of an international education platform, of whose co-creation we aim to inspire Romani people from everywhere to take part in. The Romblog Academy pursues to establish a platform where authentic Romani knowledge production and collection can take place as well as network and resources building.</p>	
<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - working method/ tool - romblog.net – Romblog Academy working method - 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - Other: Roma and Sinti
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 15 – 30 years old - 30-60 years old 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - 5-20 people - One community
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1 month - 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Education - Antidiscrimination - Culture - Civic involvement -
<p>For which stakeholder is the tool recommended:</p> <ul style="list-style-type: none"> - NGO - Public institution - Local community - Mass media 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - Better communication - Secure participation
<p>Detailed description of the tool:</p>	<p>Objectives:</p> <p>As the Romblog Academy strives to provide authentic knowledge and authentic representation of Romani communities, the educators are exclusively people of Romani origin.</p> <p>Other aims:</p> <ul style="list-style-type: none"> - Provide Information - Raise civil courage

	<ul style="list-style-type: none"> - Dismantle Prejudice - Report hate speech <p>Actions/Activities:</p> <p>Lectures on: Artificial Intelligence, Digitalization and Hate-Speech as well as lectures on subjects exclusively relevant to the broad or certain Romani communities, from literacy courses to political education, resilience-building and mental-healthcare for marginalized communities.</p> <p>They strive to empower Romani people by the content they provide. Romani Leadership is the leading philosophy of the Romblog Academy in every subject and project that will arise from this platform</p> <ul style="list-style-type: none"> - Workshops for young Roma and Sinti - Information, Education - Dismantle Prejudice - Information/ Reporting about Roma from Roma - Dismantle fake news - Identify and counter hate speech <p>Process description (please add a timeline):</p> <ul style="list-style-type: none"> - Workshops: up to 2 months <p>Roles and responsibilities of the stakeholders involved in the implementation:</p> <p>The educators of the Romblog Academy are people who are skilled in fields relevant to Romani and intersectional life and culture, which does not necessarily require them to have attained formal education</p> <ul style="list-style-type: none"> - Provide workshops for adults - Raise awareness of hate speech and fake news - Raise awareness of distributing prejudice - Work on a clear and binding definition of hate speech <p>Target group: adolescents, grown up Roma and Sinti</p> <p>Roles and responsibilities of the target group:</p> <ul style="list-style-type: none"> - Inform themselves about Romani culture and leadership - Attend workshops
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- Identify and report hate speech

- Show civil courage and loyalty

Resources needed:

- Workshops facilities (also possible via zoom)
- Safe space for workshops
- website

Challenges faced:

- To get people interested in the topic
- To get people to the workshops
- Raise awareness of hate speech
- Stand up against hate speech
- No clear definition of hate speech → difficult to set legal actions

Results obtained:

- Romblog Austria qualifies young Austrian Roma and Sinti in the field of "working with new media" as part of a three-month workshop entitled "Media 360 ". This qualification workshop has been carried out in cooperation with the Austrian Broadcasting Corporation (ORF) and Gipsy TV in 2017.
- Since 2018 several texts and articles have been published in Romani. The main aim is to save the language from extinction. Most of the texts were translated and published by Gilda Horvath.
- The Romblog Academy acknowledges that Romani knowledge production is happening in a world of oppression and uneven distributed opportunities to attain formal degrees, which is why the academy has been founded to become a place where Romani peoples knowledge and wisdom is valid and seen as equal, regardless of the form it takes. Unlike the criteria white academia has established for knowledge-production to be valid, which above all is about exclusively recognizing written-forms of science to be deserving of validation, their criteria for knowledge-production will focus on the ways Romani people have passed on and verified knowledge and wisdom for hundreds and thousands of years. Thus, the Romblog Academy focusses to provide education in audio-visual form mainly.
- Subjects of the platform are going to be more widespread compared to traditional education platforms, as they target to meet the needs of Romani communities in particular.

	<ul style="list-style-type: none"> • Romblog aims to create a perspective for young Roma and prepare them for work in the media. After completing the workshop, the participants receive a certificate and can refer to a professional reference on the job market • The romblog academy was founded in 2021. The main topics will be: <ul style="list-style-type: none"> - romani leadership - digital space - sophisticated romanians - romani history - romani media - romani cookbook - health space (was meant health space?) - green space - organisation and development <p>Follow up: --</p>
Expert recommended to support the implementation process:	Gilda Horvath, Founder Roxanna-Lorraine Witt, Co-Creator
Sources of inspiration/ information	www.romblog.net https://romblog.net/romblog-academy/

Argumentation training against discriminatory statements

<p>This method of political education offers ideas, possibilities and strategies to stimulate ongoing dialogue and helps individuals and groups rise to the challenges of systemic discrimination, racism and bias with open minds.</p>	
<p>What tool are you presenting:</p> <ul style="list-style-type: none"> - working method/ tool - activity 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - disabled people - immigrants - women* (Roma women*)

<ul style="list-style-type: none"> - Argumentation training against discriminatory statements - Single exercise, group exercise, theory input, conversations, sociometric exercises, socio-drama and role plays 	<ul style="list-style-type: none"> - Other_____male, female, divers members of marginalized groups in Austria_____
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 15 – 30 years old - 30-60 years old - Above 60 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - 5-20 people - 20- 100 people
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1-7 days 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Education - Political education - Antidiscrimination - Antiracism - Antigypsyism - Civic involvement / civic courage - Empowerment
<p>For which stakeholder is the tool recommended:</p> <ul style="list-style-type: none"> - NGO's - Public institutions - Public authorities - Local community 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - Discarding prejudice and stereotypes - Better communication - Secure participation - Empowerment - Practicing civic courage - Policy making - Democracy building

<ul style="list-style-type: none"> - Members of the Roma Community - Members of the majority society 	
<p>Detailed description of the tool:</p>	<p>Objectives: Differentiated claim of the goals, with a view to political education and empowerment. The appreciative dispute as a form of joint learning, makes it possible to find joint answers, joint possibilities and joint solutions to counter antigypsyism, discrimination and exclusion.</p> <p>The goal of the training is an emancipatory educational work, which leads to raise one's own voice against discrimination, exclusion and devaluation. It offers the chance to free oneself from restrictive ways of thinking, prejudices and stereotypes.</p> <p>Actions/Activities: The training offers the opportunity to strengthen one's own political judgement and ability to act as well as that of the counterpart. The conversations and role-playing in the training offer an appreciative dialogue that sensitizes participants about discrimination, hatred, exclusion, bold thinking, generalizations and gives them options for taking action.</p> <p>The training raises awareness of political attitudes, convictions, ideologies, world views of oneself and others, in order to be able to take a well-founded position against discrimination, exclusion and antigypsyism.</p> <p>In the training sessions, communication strategies and techniques to promote civic courage will be conveyed.</p> <p>Process description (please add a timeline):</p> <p>Process / services can be:</p> <ul style="list-style-type: none"> • Workshops / laboratories / trainings • Workshops organized by Melinda Tamás // Roma VHS • Information beforehand about the training • Documentation and securing results <p>Timeline: Preparation: 1 day Implementation of the Training: 2 days Follow-Up // Result assurance: 2 hours</p> <p>Roles and responsibilities of the stakeholders involved in the implementation:</p> <ul style="list-style-type: none"> ➤ Expertise of the trainer in political education and steering and leading groups.

	<ul style="list-style-type: none"> ➤ Expertise of the trainer in the implementation of role-playing games and sociometric exercises. ➤ Willingness of the participants to learn new things and new perspectives ➤ Readiness to implement what has been learned <p>Target group:</p> <ul style="list-style-type: none"> ➤ NGO's ➤ Public institutions ➤ Public authorities ➤ Local community ➤ Members of the majority society ➤ Members of marginalized groups living in Austria <p>Roles and responsibilities of the target group:</p> <ul style="list-style-type: none"> ➤ The willingness to question one's own views, prejudices and stereotypes ➤ Willingness of the participants to learn new things and new perspectives ➤ Willingness to exercise civil courage ➤ Readiness to implement what has been learned <p>Resources needed:</p> <ul style="list-style-type: none"> ➤ Expertise of the trainer in political education and steering and leading groups. ➤ ➤ Expertise of the trainer in the implementation of role-playing games and sociometric exercises. ➤ Willingness of the participants to learn new things and new perspectives ➤ Readiness to implement what has been learned <p>Challenges faced:</p> <ul style="list-style-type: none"> ➤ Getting involved in new things and new perspectives takes time ➤ Necessity of critical self-reflection ➤ Learning new things can lift participants out of one's comfort zone <p>Results obtained:</p> <ul style="list-style-type: none"> ➤ The argumentation training against discriminatory speech creates answers to hate slogans and offers a training ground for counter-strategies.
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	<ul style="list-style-type: none"> ➤ Recognition of diversity as part of the essence of democracy, which – even if unpleasant – has to be allowed. ➤ Protection of democratic standards and the foundation of human rights are respected as worthy of protection and learned to be protected. <p>Follow up:</p> <ul style="list-style-type: none"> ➤ The trainings enable us to discuss how we want to live together now and how we want to live together in democracy in the future. ➤ The appreciation as a form of shared learning, makes it possible to find common answers and common solutions. ➤ Result assurance after the Workshop: 2 hours
<p>Expert recommended to support the implementation process:</p>	<p>Melinda Tamás, MA www.melindatamas.com</p>
<p>Sources of inspiration/ information</p>	<p>Adorno, Theodor W. (1973): Studien zum autoritären Charakter (hrsg. von Ludwig von Friedeburg). Frankfurt am Main: Suhrkamp Verlag.</p> <p>Ahlheim, Klaus / Heger, Bardo (1998): Vorurteile und Fremdenfeindlichkeit. Handreichungen für die politische Bildung. Schwalbach/Ts.: Wochenschau Verlag.</p> <p>Benz, Wolfgang (2014): Ressentiment und Konflikt. Vorurteile und Feindbilder im Wandel. Schwalbach/Ts.: Wochenschau Verlag.</p> <p>Bundeszentrale für politische Bildung (2012): Aus Politik und Zeitgeschichte (APuZ): „Ungleichheit, Ungleichwertigkeit“, 62. Jahrgang, 16-17/2012.</p> <p>Festinger, Leon (2012): Theorie der kognitiven Dissonanz. Bern: Hans Huber Verlag.</p> <p>Glaser, Stefan / Pfeiffer, Thomas (Hrsg.) (2009): Erlebniswelt Rechtsextremismus. Menschenverachtung mit Unterhaltungswert. Schwalbach/Ts.: Wochenschau Verlag.</p> <p>Gloël, Rolf / Gützlaff, Kathrin (2005): Gegen Rechts argumentieren lernen. Hamburg: VSA-Verlag.</p> <p>Heitmeyer, Wilhelm (2002-2011): Deutsche Zustände. Folge 1 bis 10. Frankfurt am Main: Suhrkamp Verlag.</p> <p>Horaczek, Nina / Wiese, Sebastian (2011): Handbuch gegen Vorurteile: Von Auschwitzlüge bis Zuwanderungsunami. Wien: Czernin Verlag.</p>

	<p>Horacek, Nina / Wiese, Sebastian (2015): Gegen Vorurteile. Wie du dich mit guten Argumenten gegen dumme Behauptungen wehrst. Wien: Czernin Verlag.</p> <p>Hufer, Klaus-Peter (2000): Argumentationstraining gegen Stammtischparolen. Materialien und Anleitungen für Bildungsarbeit und Selbstlernen. Schwalbach/Ts.: Wochenschau Verlag.</p> <p>Hufer, Klaus-Peter (2006): Argumentieren am Stammtisch. Erfolgreich gegen Parolen, Palaver und Populismus. Schwalbach/Ts.: Wochenschau Verlag.</p> <p>Hufer, Klaus-Peter (2017): Argumente gegen Parolen und Populismus. Schwalbach/Ts.: Wochenschau Verlag.</p> <p>Mernyi, Willi / Niedermair, Michael (2010): Demagogen entzaubern. Wien: Verlag des Österreichischen Gewerkschaftsbundes.</p> <p>Sorority (Hrsg.) (2018): No More Bullshit! Das Handbuch gegen sexistische Stammtischweisheiten</p> <p>Tiedemann, Markus (1996): „In Auschwitz wurde niemand vergast.“ 60 rechtsradikale Lügen und wie man sie widerlegt. Mühlheim/Ruhr: Verlag an der Ruhr.</p> <p>Reports / Documents / Interviews</p> <p>„Antiziganismus in Österreich“ – Bericht von Romano Centro, Sonderheft Nr.78, Dezember 2013 „Ich, Rassist?“ – Comic der Europäischen Kommission, 1998</p> <p>„Antiziganistischer Rassismus – ein osteuropäisches Problem?“ – Lambreva, Diljana in Bundeszentrale für politische Bildung, online: https://www.bpb.de/politik/extremismus/rechtsextremismus/184146/antiziganistischer-rassismus-ein-osteupaeisches-problem</p> <p>„Antisemitismus und Antiziganismus: Vorurteile gegen Minderheiten“ – Benz, Wolfgang in Bundeszentrale für politische Bildung, online: https://www.bpb.de/geschichte/zeitgeschichte/deutschlandarchiv/191739/antisemitismus-und-antiziganismus-vorurteile-gegen-minderheiten</p> <p>„Rassismus Report 2015“ – Bericht von ZARA</p>
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	<p>Rafael, Simone (2016): Interview von Management und Politik (MuP) der Friedrich-Ebert-Stiftung mit Rafael über „Hass im Netz“, online unter: http://www.fes-mup.de/files/mup/pdf/interviews/Interview_Rafael.pdf</p> <p>Online-Brochures/-Guidelines/-Documentations</p> <p>DGB-Bildungswerk Thüringen e.V.: „Baustein zur nicht-rassistischen Bildungsarbeit“: http://www.baustein.dgb-bwt.de/Inhalt/index.html</p> <p>Böhm, Jasmine (2006): Leitfaden zum Umgang mit rassistischen, sexistischen Äußerungen; Kooperation von VÖGB und ZARA: https://www.uibk.ac.at/gleichbehandlung/service/leitfaden_antidiskriminierung_allg.pdf</p> <p>Ministerium für Inneres und Kommunales des Landes Nordrhein-Westfalen (Hrsg.) (2011): Dokumentation Fortbildungsreihe „Erlebniswelt Rechtsextremismus“: www.bpb.de/system/files/pdf/H3GNKA.pdf</p> <p>Short films</p> <p>„Bilder im Kopf. Klischees, Vorurteile, kulturelle Konflikte“ – DVD with 6 short films</p> <p>„Rechtsextrem – zwischen Lifestyle und Gewalt“ – DVD of 7 short reports</p> <p>„Respekt statt Rassismus“ – DVD with 9 short videos</p>
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Counter Narratives as Transformative Methodology

<p>Counter-narratives refer to the narratives that arise from the vantage point of those who have been historically marginalized. The idea of “counter-” itself implies a space of resistance against traditional domination and marginalization.</p>	
<p>What tool are you presenting:</p> <ul style="list-style-type: none"> - working method/ tool - activity 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - adolescents - youngsters - (young) disabled people - young immigrants - young people from isolated areas

<ul style="list-style-type: none"> - Counter Narratives ➤ Thematic analysis, Narrative biography work, conversations, Peer-to-Peer, Social media, painting and creative writing, stage play ➤ Directing youngsters and students to create their own personal counter-narratives 	<ul style="list-style-type: none"> - ex-offenders - young people from foster care - Other_____young male, female, divers members of marginalized groups in Austria_____
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 0-14 years old - 15 – 30 years old 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - 5-20 people - 20- 100 people -
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1-7 days - 1 month 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Education - Discursive approaches in the context of online interventions - Political education - Antidiscrimination - Antiracism - Violence prevention - Antigypsyism - Interculturality

	<ul style="list-style-type: none"> - Civic involvement / civic courage - Empowerment
<p>For which stakeholder is the tool recommended:</p> <ul style="list-style-type: none"> - Teachers - Schools - Members of the Roma Community 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - Discarding prejudice and stereotypes - Political education - Secure participation - Empowerment - Practicing civic courage - Democracy building
<p>Detailed description of the tool:</p>	<p>Objectives: Counter-narrative has recently emerged in education and political education trainings as a promising tool to stimulate (educational) equity in diverse schools and diverse communities.</p> <p>Grounded in critical race theory and violent prevention, and approaches to discourse narrative inquiry, life history, and autoethnography, counter-narratives can be used as an important tool of transformation in multicultural education, culturally sensitive pedagogy and in teaching diversity.</p> <p>The concept of narratives was first described at the beginning of the 20th century. In the social sciences, it has been studied more intensively since the 1970s. Narratives are a system of individual narratives of a group, which shapes the collective identity of the identity of its members, as it is formed and passed on by them.</p> <p>Narratives are a form of communication both internally and externally, whereby the members of the group, on the one hand, adopt the narrative for their biography to varying degrees, and on the other hand adapt and change it.</p> <p>Especially for the elaboration of counter-narratives it is important to keep in mind that narratives do not only address the rational but also the emotional level. (vgl. Somers, Margaret R. 1994)</p> <p>A central idea behind the development of alternative narratives is that despite all the differences between individual experiences and processes of marginalization, there are also commonalities: Experiences of powerlessness and humiliation, as well as alienation from society as a whole (cf. Schmidinger, 2016).</p>

	<p>Following Paulo Freire's (1973) pedagogical paradigm "<i>Action and Reflection</i>" it is essential to offer young people a framework so that they can become active in shaping society and not to feel powerless.</p> <p>Creating Counter Narratives offer the opportunity to pick up on the emotionality of existing images and external ascriptions, and to show ways of counteracting the feeling of powerlessness.</p> <p>Actions/Activities:</p> <p>These workshop settings include several steps. First, several individual interviews and group discussions take place.</p> <p>In a second step, during the joint reflection, topics are collected, problems formulated and new perspectives and options for action are developed.</p> <p>This also means empowering young people to deal with conflict, compromise and contradiction and to promote tolerance of ambiguity (i.e., the ability to tolerate contradictions) with the aim to develop a respectful and constructive way of problem solving.</p> <p>The identification of concrete options for action can support young people in experiencing self-efficacy.</p> <p>In a third step short video films are designed and realized together with the participants to secure results and as a possibility of dissemination.</p> <p>Process description (please add a timeline):</p> <p>Process / services can be:</p> <ul style="list-style-type: none"> ➤ Workshops ➤ Biography work ➤ Storytelling ➤ Developing counter narratives together with the participants ➤ Design of short video films together with the participants <p>Timeline:</p> <p>Implementation of the first part of the training: 3-5 days</p> <p>Working with the target group: 3-5 days</p> <p>Securing results in the form of short video films together with the target group</p> <p>Roles and responsibilities of the stakeholders involved in the implementation:</p> <ul style="list-style-type: none"> ➤ Expertise of the trainer in political education and steering and leading groups ➤ Expertise of the trainer in the field of narrative biography work
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	<ul style="list-style-type: none"> ➤ Expertise of the trainer in conflict management ➤ Expertise of the trainer in designing, framing and storytelling ➤ Expertise of the participants (which is always there) ➤ Willingness of the participants to share their personal experiences ➤ Willingness of the participants to develop scope for action <p>Target group:</p> <ul style="list-style-type: none"> ➤ Youngsters of marginalized groups ➤ Schools ➤ Teachers ➤ Members of the majority society <p>Roles and responsibilities of the target group:</p> <ul style="list-style-type: none"> ➤ Willingness of the participants to share their individual experiences ➤ Willingness to develop counter narratives <p>Resources needed:</p> <ul style="list-style-type: none"> ➤ Analysis of the target group ➤ Expertise of the trainer in political education and steering and leading groups. ➤ Expertise of the trainer in the field of narrative biography work ➤ Peers ("Peers" are people who are similar to each other in terms of age, origin, social status and interests. Adolescents orient themselves essentially to their peer group (clique, group of friends), because while there is an imbalance of power in the parental home due to custody, the members of the peer group meet each other at eye level. ➤ Knowledge in results assurance <p>Challenges faced:</p> <ul style="list-style-type: none"> ➤ Selection of suitable dissemination channels (such as Social Media Channels) ➤ Narratives and, accordingly, counter-narratives do not work exclusively on the rational level, but above all also on the emotional level. Accordingly counter-narratives should not only use rational arguments, but also be designed to be emotionally and psychologically appealing. <p>Results obtained:</p>
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	<ul style="list-style-type: none"> ➤ Counter-narratives can be a suitable means of empowerment. However, their use requires careful preparation. <p>Follow up:</p> <ul style="list-style-type: none"> ➤ Evaluation
Expert recommended to support the implementation process:	Melinda Tamás, MA www.melindatamas.com
Sources of inspiration/information	<p>David A. and Benford, Robert D. 1992, “Master Frames and Cycles of Protest”, In A. Morris and C. McClurg Mueller (Hrsg.), <i>Frontiers In Social Movement Theory</i>. New Haven: Yale University Press, 133–55.</p> <p>Benz, Wolfgang (2014): <i>Ressentiment und Konflikt. Vorurteile und Feindbilder im Wandel</i>. Schwalbach/Ts.: Wochenschau Verlag.</p> <p>Bundeszentrale für politische Bildung (2012): <i>Aus Politik und Zeitgeschichte (APuZ): „Ungleichheit, Ungleichwertigkeit“</i>, 62. Jahrgang, 16-17/2012.</p> <p>Möller, Kurt et al. (2016): <i>"Die kann ich nicht ab!" – Ablehnung, Diskriminierung und Gewalt bei Jugendlichen in der (Post-) Migrationsgesellschaft</i>. Wiesbaden: Springer VS Verlag.</p> <p>Somers, Margaret R. 1994, „The Narrative Constitution of Identity: A Relational and Network Approach“ <i>Theory and Society</i>, 23, 605–49</p>

Ludoteca – Game libraries

<p>Tools which promote inclusion:</p> <p>Ludoteca is a "library" of games - an open, accessible space, equipped with everything that can mean a game and a place where the child: becomes the main protagonist of the activities; choose time, play and play partners; finds "adults as playmates"; can borrow games; they play with their own parents.</p>	
<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - working method/ tool - Ludoteca – Game libraries 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - children_____
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 0-14 years old 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - More than 100 - One community -
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1 year 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Education - Antidiscrimination - Culture -
<p>For which stakeholder it the tool recommended:</p> <ul style="list-style-type: none"> - NGO - Local community - 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - Better communication - Secure participation
<p>Detailed description of the tool:</p>	<p>Objectives: Socialization of beneficiaries by organizing activities that ensure their integration, adaptation, promote communication, direct energies towards collective tasks;</p> <p>Recreation in a playful and participatory environment by organizing children's free time with the support of playwrights, volunteers and educators;</p> <p>Educating and culturalizing children in an alternative framework to the classical mode of education, which comes to fill any gaps in school education and becomes a tool for transmitting culture;</p> <p>Social integration within a program of development of social skills and positive behavioural changes of child personality, based on interventions that complement the lack of training and education, and allows the integration of marginalized children;</p>

Fostering innovations in a process of discovering new styles / ways of life, new opportunities for creative leisure, personal skills that can not be discovered otherwise, etc .;

Actions/Activities: Free play and Organized play. Free play (or board games) is an activity in which children choose their favorite game from the toy library, their partners and the time they will dedicate to the game. Organized play (or dynamic play) is a planned activity, in which all the children present in the Ludoteca participate, and which is practiced when the rules of the new games are explained, or at the beginning and end of the activities.

Creative workshops are activities organized with different groups of children depending on their age, interest and needs.

Cultural activities (holidays, excursions, game tournaments, cultural outings, birthdays, etc.), organized in their great after the occasion.

Process description (please add a timeline):

Process/ services in Ludoteca can be:

- Free play in Ludoteca space
- Game organized in Ludoteca space
- Borrowing play equipment for free or for a fee
- Holidays and themed activities around games, board games and toys
- Fun activities in the open air and in other spaces than Ludoteca
- Workshops / laboratories and various activities
- Documentation, information and advice about the game (choice, use and interest ...)
- Training on games, toys and board games, mobile services
- Testing toys and games

Roles and responsibilities of the stakeholders involved in the implementation:

School administration is in charge to provide a safe and friendly space for purpose of establish Ludoteca, as well to provide needed equipment (board games, educational materials and other needed materials) together with internal regulation and an operating procedure for activities within Ludoteca. School administration is responsible for hiring qualified staff for animators in charge of activities in Ludoteca.

Target group: Children, regardless of race, religion, social status, aged between 3 and 18, Educators, psychologists, social workers and collaborators of other services; National and international volunteers.

Roles and responsibilities of the target group:

Resources needed: Safe and friendly space, games, board games and trained animators

Challenges faced: Lack of knowledge and skills of specialists involved in providing activities in Ludoteca;

	<p>Limited space for establish Ludoteca;</p> <p>Limited resources for arranging the space and equipping it with the necessary materials and games.</p> <p>Results obtained: Establishing a socio-educational service that helps children overcome vulnerabilities, by creating a protected environment for play, communication, relaxation and informal learning. The game is the motto of Ludoteca. This leads to the unlocking of the creative potential and playfulness of children and their parents. At the same time, it offers an alternative and participatory solution in the organization of free time, in order to encourage and strengthen community relations in the most positive and relaxed way possible.</p> <p>Follow up:</p>
Expert recommended to support the implementation process:	<p>Octombriana Moraru, Project Coordinator</p> <p>Teodora Rebeja, Programme Manager Terre des Hommes Moldova, teodora.rebeja@tdh.ch</p>
Sources of inspiration/ information	<p>https://tdh-moldova.md/index.php?pag=news&id=696&l=ro</p> <p>http://tdh-europe.org/news/ludotecagame-libraries-open-in-transnistria/4857</p>

Campaign „Zorale Jiuvlia” (Powerful/ Strong women in Romani language)

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - activity 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - women (Roma women) -
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 15 – 30 years old - 30-60 years old - Above 60 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - More than 100 - One community -
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1 year - 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Employment - Civic involvement -
<p>For which stakeholder it the tool recommended:</p> <ul style="list-style-type: none"> - NGO 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - Better communication - Secure participation

<ul style="list-style-type: none"> - Public institution - Public authority - Local community - Mass media 	<ul style="list-style-type: none"> - Policy making
<p>Detailed description of the tool:</p>	<p>Objectives: In order to generate a positive change in society towards the Roma community, it is necessary to promote a new perception of Roma people, from the perspective of a positive model, based on the success stories of Roma Girls and Women. At the same time, these models should not be sought outside the Republic of Moldova; they already exist within the Roma community, and it is necessary to collect and promote them in a language accessible to the public in various media sources.</p> <p>Actions/Activities: Roma community mediators provided support for identification and make the connection for 10 field reports to be collected, which were later promoted in media sources (online) and published in the magazine "Zorale Jiuvlia" (translated as Powerful Women): "10 success stories of Roma women who have distinguished themselves in such fields as sports, politics, law, music, dance, etc. "</p> <p>Process description (please add a timeline): Organizing meetings with mediators, communication about the intention of the action, description of its purpose and suggestions for identifying cases that can become positive role models in the locality (3 months)</p> <p>Identification by community mediators of positive role models in their locality (2 months)</p> <p>Organizing and delivering trainings with women identified by physicians communicating as positive role models for campaign participation (3 months)</p> <p>Making the 10 field reports about these women positive models (2 months)</p> <p>Editing and promoting the magazine "Zorale Jiuvlia" and online dissemination (2 months)</p> <p>Roles and responsibilities of the stakeholders involved in the implementation: Roma Women's Platform "Romni" from Moldova; Community Mediators; Journalists.</p> <p>Target group: General public, Roma communities</p> <p>Roles and responsibilities of the target group: General public – as those who are influenced by stereotypes and prejudices about Roma people. There will be a change in public towards Roma community by meeting people part of the Roma community who were the ones who obtained achievements and successes in their fields of activity.</p> <p>Roma communities – as those who can be encouraged for moving forward, for making changes and believe in their potential.</p> <p>Resources needed: Expenses for travel to collect the success stories of Roma Women and Girls at the request of community mediators;</p> <p>Remuneration of journalists for developing and promoting materials in media sources;</p>

	<p>Publication of stories.</p> <p>Challenges faced: The main difficulties related to the implementation of the project:</p> <ul style="list-style-type: none"> - Lack of financial resources for the continuation of the project and the elaboration of volume II of the magazine "Zorale Jiuvlia"; - Inter-organizational fragmentation of Roma projects in the Republic of Moldova with a view to promoting the activism of Roma Women and Girls; - Massive migration of socially active representatives of the Roma community (especially Roma Women and Girls) abroad to benefit from occasional earnings. <p>Results obtained: The magazine "Zorale Jiuvlia" (translated as Powerful Women) was launched nationwide, which was later distributed in the compactly populated localities of Roma people in the Republic of Moldova.</p> <p>Follow up: The impact of this activity can be observed in the rate of involvement of Roma women and being more vocal after this activity. Roma women became more active and more interested in activities, initiatives participation.</p>
Expert recommended to support the implementation process:	Elena Sîrbu, President of Roma Women's Platform "Romni" from Moldova, petaloromano-elena@mail.ru
Sources of inspiration/ information	<p>https://moldova.un.org/en/12586-where-i-stand-laura-bosnea</p> <p>https://moldova.un.org/en/37494-finding-new-ways-drive-inclusive-politics-moldova</p> <p>https://revista.un.md/mediatoarea-de-etnie-rom%C4%83-care-scrie-proiecte-%C8%99i-dezvolt%C4%83-comunitatea-8a8d87377ec8</p>

"Life of Pilgrimage"

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - working method/ tool - activity 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - immigrants - people from isolated areas
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 15 – 30 years old 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - 5-20 people
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1-5 hours 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Antidiscrimination - Culture

<p>For which stakeholder it the tool recommended:</p> <ul style="list-style-type: none"> - NGO - Public institution - Local community 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - Better communication
<p>Detailed description of the tool:</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - Promote interreligious dialogue by sharing facts and trivia about major religions - Reflect on real life situations involving interreligious dialogue - Create a learning atmosphere in which stakeholders are exposed to situations where concepts such as tolerance and understanding for other people from different backgrounds with different beliefs and habits are put forward - The tool promotes freedom of religion and belief, freedom of speech and choice, right to equality, right to Marriage and Family tolerance through the interaction of the participants sharing their own experiences. <p>Actions/Activities:</p> <p>Process description (please add a timeline):</p> <p>Roles and responsibilities of the stakeholders involved in the implementation:</p> <p>Target group: 15 years old +</p> <p>Roles and responsibilities of the target group:</p> <p>Resources needed: Board, Cards, 8 face dice, Instructions for the game and instructions for facilitator, manual about different religious</p> <p>Challenges faced:</p> <ul style="list-style-type: none"> - The needs and level of knowledge of the target group - Challenge with communication between members of the target group <p>Results obtained: Raised awareness about topics, learning history of community, intercultural dialogue and inclusion, free space of discussion and opinion sharing through games.</p>
<p>Expert recommended to support the implementation process:</p>	<p>Dijana Puskar, Anna Sarkisyan</p>
<p>Sources of inspiration/ information</p>	<p>www.inter-religious-tools.com</p>

“Path”

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - working method/ tool - activity 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - immigrants - people from isolated areas
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 15 – 30 years old 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - 5-20 people
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1-5 hours 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Antidiscrimination - Culture
<p>For which stakeholder it the tool recommended:</p> <ul style="list-style-type: none"> - NGO - Public institution - Local community - 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - Better communication
<p>Detailed description of the tool:</p>	<p>Objectives:</p> <ul style="list-style-type: none"> - Learning by playing - players of all ages while playing are able to learn more about religious symbols and customs - Raising awareness about the different religions and beliefs in the world and its diversities - Stimulate the interreligious dialogue among participants and increase level of knowledge about religion aspects in the nowadays life. <p>Actions/Activities:</p> <ul style="list-style-type: none"> - Memory Cards - Question Cards - Board Game <p>Process description (please add a timeline):</p> <p>Chose with which religions symbols you want to play. Blank card always must be in. If you play with 12 or less religions symbols use 4 cards with the same symbol (two pairs). If you play with more than 12 religions symbols use 2 cards with the same symbols (one pair). This game needs a facilitator. Role of</p>

the facilitator is monitoring the process of the game and check if answer is correct or not with providing more explanation for chosen question.

1. Put the cards facing the table (up side down)
2. Put the figures on the starting position on the board
3. Following a certain order, every player has to switch 2 cards. a) When two cards are not a pair then the player have to put them up side down facing the table again. b) When a player finds a match of symbols 2 cards of the same pair he/she will have to answer to the attached questions related to the religion cards he/she found. He/she gets one points (player is going one step forward on the board) for a correct answer and also the right to play one more time. Also, player will keep cards. (Facilitator should check if answer is correct or not). c) When the player gives a wrong answer, the next player has the opportunity to answer the same question. d) If the player opens one blank card and one card with symbol, the player loses one point (If he/she has any). e) When the player finds a pair of blank cards, then he/she will receive a card/case study (situation) to answer and reflect with the group. Every group member has the right to share his/her own opinion. But only the player who switched the card receives two points.
4. When player reach four points on the board, he/she can answer a bonus question - if he/she want (he/she can choose religion). If the player answer correctly he/she get one point, if not he/she lose one point.
5. The game is over when all the cards have been matched. The player with the highest score (points) wins.

Roles and responsibilities of the stakeholders involved in the implementation:

- The role of the stakeholder is to facilitate the game, explain the instructions to the target group and keep the activity moving smoothly.

Target group: 10 years old

Roles and responsibilities of the target group:

- The responsibility of the target group is to consult the 'Holy Memo' manual, engage in the game and communicate with their fellow participants.

Resources needed: Instructions, Memory cards (religion symbols and blank cards – 68 cards with religious symbols (4 card with the same symbol) and 4 blank), board, figures – 7 (different colour), question and situation cards and answer sheet, Manuel about different religions

Challenges faced:

- The needs and level of knowledge of the target group
- Challenge with communication between members of the target group

Results obtained: Obtained results are raised awareness about topics, learning history of community, intercultural dialogue and inclusion, free space of discussion and opinion sharing through games.

Follow up:

	- You may also want to follow up this discussion with a deeper exploration of participants' perceptions of religion and its influence on their lives through playing Board Game "Life of Pilgrimage" and using the tool "Path" on www.inter-religious-tools.com
Expert recommended to support the implementation process:	Dijana Puskar, Anna Sarkisyan
Sources of inspiration/ information	www.inter-religious-tools.com

"Holy Memo"

What tool you are presenting: <ul style="list-style-type: none"> - working method/ tool - activity 	Which category of disadvantage groups beside Roma people were targeted by your tool/ activity: <ul style="list-style-type: none"> - immigrants - people from isolated areas
Which was the age category of your beneficiary (can be multiple answer too): <ul style="list-style-type: none"> - 15 – 30 years old 	Which was the size of the group targeted: <ul style="list-style-type: none"> - 5- 10 people <p>The game can be played individually (5 participants and 5 roles) or in pairs (10 participants and 5 roles). Alternatively, it can be played with large groups if they are divided into smaller groups.</p>
Duration needed to implement your tool/ activity: <ul style="list-style-type: none"> - 1-5 hours 	What field was this tool/ activity covering: <ul style="list-style-type: none"> - Antidiscrimination, stereotypes and prejudices - Inclusion
For which stakeholder it the tool recommended: <ul style="list-style-type: none"> - NGO - Public institution - Local community 	For what can this tool/activity be used? <ul style="list-style-type: none"> - Better communication
Detailed description of the tool:	Objectives:

- to give participants an opportunity to learn more about other people's beliefs through getting acquainted with their personal experiences and perceptions of religion
- to promote empathy and understanding towards people who hold diverse religious beliefs
- to challenge prejudices and stereotypes based on religious affiliation and beliefs
- to evoke interest among participants towards learning about other religions/other perspectives on religion

Actions/Activities:

- Matching Pictures with descriptions

Process description (please add a timeline):

The tool is built on the idea that putting ourselves in somebody else's shoes helps to challenge our prejudices and stereotypes and build true understanding and empathy for others. The tool helps to get to know people with various values and beliefs who it might be difficult to meet and talk to otherwise in everyday life, which makes it suitable for playing with groups which lack diversity of perspectives on religion. The game focuses on people's perceptions on religions rather than what "the true way of a certain religion is" with the goal to acknowledge that we might perceive, interpret and understand the same religions differently. The game has 7 stories of the following characters and their beliefs:

- Amin from Sweden, Muslim
- Simret from Malaysia, Sikh
- Damon from USA, Christian Protestant
- Salma from Egypt, Muslim
- Karl from Slovakia, Zen Buddhist
- Valentina from Belarus, Christian Orthodox
- Penelope from France, atheist

Both questions and stories are divided into four parts. This way players get to discover stories of their players gradually. The category My Background gives some background of characters / roles to make it easier for players to identify with a certain character. The category My Beliefs is devoted to personal perceptions of characters of their religions and beliefs, it reveals what they consider to be core values and principles of their beliefs. The category My Beliefs and Me tells the story of why characters hold their beliefs, how they practise their beliefs and how their beliefs affect their everyday life. The category My Beliefs and Others describes situations misunderstanding that the characters might have experienced based on their beliefs.

Part I. Time: approximately 1 hour 1. Let the participants know that "The game is based on stories of real people who live in different countries of the world and shared their personal experiences of religion with the tool creators. Each player / pair will be assigned a certain character and will be

given the first part of your story and asked to pick one question in that category. Then you will be given time to read the story and prepare an answer to the question. After that you will receive the second part of your stories and questions to answer. This will be repeated four times. At the end of the game you will try to guess which roles and beliefs every player had, so please make sure to take notes and listen carefully while others are sharing.”

2. Give each player the first part of the stories (My Background) and ask each player / pair to pick a question from the same category to answer. 3. Give the participants the following instructions:

- In this game you are going to play the role of a person whose story you hold and answer the questions you get from the point of view of this person. When answering the questions, try using “I” pronouns instead of “he/she” so that you can really try to put on other person’s shoes.
- When answering the questions, try to avoid using words which will make it too easy for other players to guess which religious beliefs you have. For instance, instead of saying a “Mosque, Church or Gurdwara”, you can say a “place of worship”.

- Try to base all your answers on the stories that you get. If there is no answer to the question, you can ask to get another question. 4. Give participants a few minutes to get acquainted with their stories and prepare an answer to their question. 5. Let them go in a circle and share their answers. You can ask additional questions if you find it necessary. 6. Continue the same process with parts 2, 3 and 4 of the stories and questions. There are two questions in the game for parts 2 and 3. You might ask participants to pick only one questions in these categories if you are short in time. Part II Time: approximately 30 minutes 1. At the end of the game, ask participants the following questions: What kind of beliefs do you think each player / a pair of players holds and why? Tip: It might be really hard for participants to guess which beliefs a person holds, and they might feel stressed about that their knowledge of religion is being tested. In this case you can just ask participants the following or similar question: What in each story was surprising/interesting/ strange for you? 2. After everybody made their guesses, ask players to go one by one and reveal their stories. Ask them to provide a short background of the person (name, gender, country, their beliefs) and ask them to give answers to the following question. What part of your story was the most memorable/ surprising/ interesting for you?

Roles and responsibilities of the stakeholders involved in the implementation:

- Select the stories/roles that you would like to use with your participants. It is best to select 5 stories, and divide participants in pairs if you have a larger group.
- Print out attachments on colorful paper. Each story should preferably have its own color, so that it is easier for a facilitator to distribute cards during the game. For the same reason, each category of questions can be printed on a piece of paper of a different color.

	<ul style="list-style-type: none"> - Cut the cards out, arrange them on the table depending on their color and put questions and roles separately. Make sure to put the cards with the text facing the table so that participants cannot see it. - Think of which roles you will assign to your participants. You might want to think which role would help a particular player to get the most out of the game. For example, you might want to assign the stories in the way, that players get a story of a character who holds beliefs that are completely different from theirs. <p>Target group: 10 years old</p> <p>Roles and responsibilities of the target group:</p> <ul style="list-style-type: none"> - The responsibility of the target group is to consult the ‘Holy Memo’ manual, engage in the game and communicate with their fellow participants. <p>Resources needed: Printed attachments with stories and questions divided into four categories: My Background, My Beliefs, Me and My Beliefs, My Beliefs and Others. Pieces of paper and pens that participants can use to take notes.</p> <p>Challenges faced:</p> <ul style="list-style-type: none"> - The needs and level of knowledge of the target group - Challenge with communication between members of the target group <p>Results obtained: Obtained results are raised awareness about topics, learning history of community, intercultural dialogue and inclusion, free space of discussion and opinion sharing through games.</p> <p>Follow up:</p> <ul style="list-style-type: none"> - You may also want to follow up this discussion with a deeper exploration of participants’ perceptions of religion and its influence on their lives through playing Board Game ‘‘Life of Pilgrimage’’ and using the tool ‘‘Path’’ on www.inter-religious-tools.com
Expert recommended to support the implementation process:	Dijana Puskar, Anna Sarkisyan
Sources of inspiration/ information	www.inter-religious-tools.com

“Hand in Hand, Together for Children”

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - <u>working method/ tool</u> - <u>activity</u> 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - Other: <u>children facing multiple disadvantages</u>
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - <u>0-14 years old</u> - <u>15 – 30 years old</u> - 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - <u>20- 100 people</u> -
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - <u>1 year</u> - Other, please specify: <u>one school year</u> 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - <u>Education</u> - <u>Antidiscrimination</u> - Other, please specify: <u>organisational development, building relationships</u>
<p>For which stakeholder it the tool recommended:</p> <ul style="list-style-type: none"> - <u>Public institution</u> 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - <u>Better communication</u> - <u>Secure participation</u> -
<p>Detailed description of the tool:</p>	<p>Objectives: The project was launched in order to build closer relationships between parents and kindergartens. Frequent and meaningful gatherings should help parents get to know their children better; tighten their confidence in the kindergarten; awaken their respect for knowledge.</p> <p>Process description, Actions/Activities:</p> <p>Once a month in the school year, parents can spend time with their children in the kindergarten. On these thematic days, parents can gain useful knowledge about traditions, make hand-made products, get acquainted with Roma and Hungarian folk music, folk dance and folk tales. In these occasions, they can get to know the customs of the kindergarten. Their confidence in the kindergarten as an institution may increase; they see that their child is in a good, loving and caring environment. They may notice their own positive attributes, talents, cleverness and their children’s, as well. Hungarian and Roma parents can get closer to each other during these occasions. These activities contribute to the building of a community of parents.</p> <p>Roles and responsibilities of the stakeholders involved in the implementation:</p>

	<p>Regular and cohesive implementation of this good practice, monitoring of the achieved results, examination of its measurable results, use of the gained experience.</p> <p>Target group: Children attending kindergarten and their parents</p> <p>Roles and responsibilities of the target group: Active and frequent participation in the program</p> <p>Resources needed: Kindergarten teachers, staff, equipment, the involvement of artisans, artists, performance of amateur groups to present Roma traditions</p> <p>Challenges faced: Securing the participation of parents is essential for the implementation of an integration program. In the list of weaknesses, the lack of parental interest came first. The interest of parents, whose children face multiple disadvantages (mainly Gypsies) in these gatherings or open days, is very low.</p> <p>Results obtained:</p> <ol style="list-style-type: none"> 1. The participation rate is higher than 80 % in these programs; 2. All parents contribute to the integration development; 3. 95 % of those who identify themselves as members of a minority request the use of the Roma Nationality Supplementary Program (education about the Roma culture in Hungarian language). 4. The number of complaints coming from parents is negligible; 5. The number of unjustified absences did not reach the level specified in the law, which is a condition for receiving kindergarten allowance; 6. More and more children are enrolled in kindergartens <p>Follow up: It is possible by examining the following indicators:</p> <ul style="list-style-type: none"> - measuring parental participation in organized programs; - parents' consent to the development of their child's integration - requesting additional education for the Roma nationality - number of parental complaints - rate of unjustified absences - rate of the enrolment
Expert recommended to support the implementation process:	Imre Pácsónyi, pacsonyi.imre@zalamegye.hu

Sources of inspiration/information:

“Disadvantage compensation with planned individual development”

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - <u>working method/ tool</u> - <u>activity</u> 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - Other: <u>children facing multiple disadvantages</u>
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - <u>0-14 years old</u> - <u>15 – 30 years old</u> 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - <u>20- 100 people</u>
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - <u>1 year</u> - Other, please specify: <u>one school year</u> 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - <u>Education</u> - <u>Antidiscrimination</u> - <u>Culture</u> - Other, please specify: <u>organisational development, building relationships</u>
<p>For which stakeholder it the tool recommended:</p> <ul style="list-style-type: none"> - <u>Public institution</u> 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - <u>Better communication</u> - <u>Secure participation</u> -
<p>Detailed description of the tool:</p>	<p>Objectives:</p> <ul style="list-style-type: none"> • Effective competence development tailored to individual needs • More effective involvement of parents in the child's learning process • Improving students' success in learning • Developing a more positive attitude towards learning • Reducing drop-out rates • Increasing opportunities for further learning • Effective implementation of integrated education for disadvantaged students <p>Process description, Actions/Activities:</p> <p>An individual development plan is drafted for each individual facing multiple disadvantages. It defines the activities that need to be performed in order to achieve development.</p>

	<p>The individual development plan is prepared by teachers or specialists (with the involvement of a speech therapist, psychologist, etc.) together with the individual and his/her parents. The individual development plan contains the tasks to be performed in order to develop his/her skills, to improve his/her school performance, the services that are necessary for the development, and an implementation plan.</p> <p>Roles and responsibilities of the stakeholders involved in the implementation:</p> <p>Implementation of the good practice, monitoring of the results, use of the gained experience.</p> <p>Target group:</p> <p>Children attending primary school and their parents</p> <p>Roles and responsibilities of the target group:</p> <p>Active and frequent participation in the program</p> <p>Resources needed:</p> <p>Teachers and the equipment of the school, the use of pedagogical service providers</p> <p>Challenges faced:</p> <p>Teachers working in primary schools experience on a daily basis that there are huge differences between children studying in integrated classrooms. The otherness is reflected in the abilities and in the attitudes, as well. The discipline and education of children with multiple disadvantages is a major professional challenge for teachers.</p> <p>Results obtained:</p> <ul style="list-style-type: none"> • Consistent application of the practice will increase the number of students, who do not need to repeat the year • The number of school leavers in the institution is decreasing. • The number of absences is reduced. • The number of private learners among disadvantaged students is decreasing. • The number of disadvantaged students who continue their studies is increasing. <p>Follow up:</p> <p>Ways to monitor and evaluate the good practice:</p> <ul style="list-style-type: none"> - testing, trial - professional opinion of teachers, satisfaction measurement, - feasibility and effectiveness study, - outcomes of learners involved in individual development.
<p>Expert recommended to support the implementation process:</p>	<p>Imre Pácsonyi, pacsonyi.imre@zalamegye.hu</p>

Sources of inspiration/ information:

https://iskolataska.educatio.hu/index.php/intezmenyi_innovacio/jogyakorlat_print_show/joId/2562/1619604487.edu

The Moldava Case 2013 - 2020 (Slovakia)

The Moldava Case provides a set of tools representing various interventions how to stand up for the members of Roma communities, as well as call out injustice and discrimination practices of state authorities. Beside Roma people, there are also other disadvantaged groups targeted by the Moldava Case tool, among them people from isolated areas, ex-offenders and young people from foster care.

Among the beneficiaries are all age categories: 0-14 years old, 15 – 30 years old, 30-60 years old, as well as above 60 years old. The size of the group targeted comprise more than 100 people, more precisely one community. However, the influence of the Moldava Case expands beyond the local region, and extends as far as the whole national state and international community. The imminent implementation of the tool took seven days, even though, eventually, the court case has lasted for a period of seven years. The Moldava Case covers fields of antidiscrimination, civic involvement, social justice and legal justice.

As for the stakeholders, the tool is recommended for NGOs, public institutions, public authorities and local communities and neighbourhoods. This tool can be used for better communication, secure participation and policy making.

Objectives:

In 2013, several members of a Roma settlement in Moldava nad Bodvou, Slovakia were attacked by 63 policemen in a police search operation launched by the District Police Forces Directorate in Košice. According to witnesses, in the public caning were physically attacked also members of the community officially not targeted by the operation. Nine Roma ended up nursed in a hospital. The then interior minister Róbert Kaliňák and police chief Tibor Gašpar declared claims of witnesses as tendentious lies. As a consequence, the office of the public prosecution charged Roma claimants with an offence of false accusations against policemen. Accused victims started cooperate with the NGO ETP Slovakia and other civic organisations to legally stand up against a racially motivated, unlawful attack and criminal prosecution initiated by state authorities.

Actions/Activities:

Members of Roma community and victims of the police raid actively stood up against the state authorities and collectively committed to cooperation with NGOs and civic organisations to evidence racial discrimination and injustice.

Milan Hudák, a victim and natural leader of the community, supported others in providing evidence and participation in witnessing. He actively took part in numerous media releases documenting the case and, in the bigger picture, structural racism in Slovakia.

NGOs and civic organisations such as The Advisory Service for Civil and Human Rights, ETP Slovakia, Equity, Amnesty International Slovakia, Centre for Research of Ethnicity and Culture CVEK pleaded the victims' cause.

Process description:

19 June 2013, the police caning and attacking publicly occurred.

20 June 2013, a member of the ETP Slovakia documented the site, witnessing and injuries.

End of June 2013, several incentives at the Inspection Services of the Interior Ministry were submitted, however, declined.

August 2013, The Advisory Service for Civil and Human Rights mediated further complaints, however, all declined by the Inspection Services as well as by the office of the public prosecution.

21 August 2013, the Ombudsman Jana Dubovcová claimed a severe breach of human rights of the victims, however, her hearing by the government was refused.

August 2014, a group of NGOs and Agency Pohoda announced an intention to organise a music festival “Moldava Together” for the support of the victims, however, it was disallowed by local authorities.

23 November 2015, the Inspection Services of the Interior Ministry cancelled all criminal offences against policemen.

April – June 2016, counsellors of the victims filed two constitutional complaints against the Inspection Services of the Interior Ministry, however, these were declined as unfounded.

19 March 2018, European Roma Rights Centre filed a complaint for the victims at the European Court of Human Rights in Strasbourg.

May - June 2018, six Roma victims convicted by the County Court Košice (I) for false accusations against policemen, bound over one year.

2 January 2019, the European Court of Human Rights awarded the Ombudsman (Slovakia) a status of a collateral party to the proceedings.

23 October 2019, Milan Hudák, one of the victims, was awarded a prestigious Biela Vrana Award for courageousness.

1 September 2020, the European Court of Human Rights ruled in the favour of two of the victims.

3 May 2020, the County Court Košice (I) exculpated five of six victims from the charges.

Roles and responsibilities of the stakeholders involved in the implementation:

NGOs and civic organisations provided overall support, as well as social and advocacy services for the victims. The Ombudsman elaborated necessary legal documentation to the case. European Roma Rights Centre notified the international community about the case and brought it to the European Court of Human Rights.

Target group:

Beside the Roma community, all abused and accused victims of institutional bullying and violence are recipient target groups.

Roles and responsibilities of the target group:

The target group made endeavour in active participation in standing up against structural racism; the target group provided evidence and witnessing; used legal services; accepted support from the part of NGOs and other civic and state organisations such as the Ombudsman services. Last but not least, media for presentation of Roma needs, problems and claims were used.

Resources needed:

Among resources needed for evolvement of the tool were organisational networking, creation of partnership among communities, NGOs, civic and international organisations. Media coverage, social media and creation of a web site committed to the case.

Challenges faced:

The target groups faced many challenges, first and foremost structural racism which is unreflectively embedded in mentalities of members of the majority non-Roma inhabitants of Slovakia. Also, the necessity to enforce the rule of law on a territory of a respective national state by international community and international organisations.

Results obtained:

Five of the six victims were cleared of charges.

The image and prestige of Slovakia suffered in the eyes of the international community.

In 2020, the Federal Government of the USA released a 2020 Country Report on Human Rights Practices: Slovakia, in which the Moldava case figures as an extraordinary example of high-level corruption, violence and threats of violence against Roma and members of other ethnic and racial minorities, including violence by security forces.

Follow up:

In 2020, on the occasion of the 7th anniversary of the police raid, public personalities including current President of the Slovak Republic Zuzana Čaputová commemorated perpetrated violence and injustice committed on members of Roma community in Moldava nad Bodvou, and called for systematic reform and changes in criminal inspections.

NGOs and civic organisations call for creating of an independent body involved in inquiring of dubious practices of state authorities. They request a guarantee of a political independence of security forces. Further, they require providing video recording from each police action, and charging persons responsible for the police raid of 2013.

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - working method/ tool: Standing up for the members of Roma communities - activity: The Moldava Case 2013 - 2020 (Slovakia) 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - <u>people from isolated areas</u> - <u>ex-offenders</u> - <u>young people from foster care</u> - <u>Other: proponents of the rule of law, civil democratic society in general</u>
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - <u>0-14 years old</u> - <u>15 – 30 years old</u> - <u>30-60 years old</u> - <u>Above 60</u> 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - <u>More than 100</u> - <u>One community</u> - <u>region, national state, international community</u>

<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - <u>1-7 days</u> - <u>1 month</u> 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - <u>Antidiscrimination</u> - <u>Civic involvement</u> - <u>Other, please specify: social justice and legal justice</u>
<p>For which stakeholder is the tool recommended:</p> <ul style="list-style-type: none"> - <u>NGO</u> - <u>Public institution</u> - <u>Public authority</u> - <u>Local community</u> - <u>Mass media</u> 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - <u>Better communication</u> - <u>Secure participation</u> - <u>Policy making</u>
<p>Detailed description of the tool:</p>	<p>Objectives:</p> <p>In 2013, several members of a Roma settlement in Moldava nad Bodvou, Slovakia were attacked by 63 policemen in a police search operation launched by the District Police Forces Directorate in Košice. According to witnesses, in the public caning were physically attacked also members of the community officially not targeted by the operation. Nine Roma ended up nursed in a hospital. The then interior minister Róbert Kaliňák and police chief Tibor Gašpar declared claims of witnesses as tendentious lies. As a consequence, the office of the public prosecution charged Roma claimants with an offence of false accusations against policemen. Accused victims started cooperate with the NGO ETP Slovakia and other civic organisations to legally stand up against a racially motivated, unlawful attack and criminal prosecution initiated by state authorities.</p> <p>Actions/Activities:</p> <p>Members of Roma community and victims of the police raid actively stood up against the state authorities and collectively committed to cooperation with NGOs and civic organisations to evidence racial discrimination and injustice.</p> <p>Milan Hudák, a victim and natural leader of the community, supported others in providing evidence and participation in witnessing. He actively took part in numerous media releases documenting the case and, in the bigger picture, structural racism in Slovakia.</p> <p>NGOs and civic organisations such as The Advisory Service for Civil and Human Rights, ETP Slovakia, Equity, Amnesty International Slovakia, Centre for Research of Ethnicity and Culture CVEK pleaded the victims' cause.</p> <p>Process description (please add a timeline):</p>

19 June 2013, the police caning and attacking publicly

20 June 2013, a member of the ETP Slovakia documented the site, witnessing and injuries

End of June 2013, several incentives at the Inspection Services of the Interior Ministry submitted, however, declined

August 2013, The Advisory Service for Civil and Human Rights mediated further complaints, however, all declined by the Inspection Services as well as by the office of the public prosecution

21 August 2013, the Ombudsman Jana Dubovcová claimed a severe breach of human rights of the victims, however, her hearing by the government was refused

August 2014, a group of NGOs and Agency Pohoda announced an intention to organise a music festival “Moldava Together” for the support of the victims, however, it was disallowed by local authorities

23 November 2015, the Inspection Services of the Interior Ministry cancelled all criminal offences against policemen

April – June 2016, counsellors of the victims filed two constitutional complaints against the Inspection Services of the Interior Ministry, however, these were declined as unfounded

19 March 2018, European Roma Rights Centre filed a complaint for the victims at the European Court of Human Rights in Strasbourg

May - June 2018, six Roma victims convicted by the County Court Košice (I) for false accusations against policemen, bound over one year

2 January 2019, the European Court of Human Rights awarded the Ombudsman (Slovakia) a status of a collateral party to the proceedings

23 October 2019, Milan Hudák, one of the victims, awarded a prestigious Biela Vrana Award for courageousness

1 September 2020, the European Court of Human Rights ruled in the favour of two of the victims

3 May 2020, the County Court Košice (I) exculpated five of six victims from charges

Roles and responsibilities of the stakeholders involved in the implementation:

NGOs and civic organisations provided overall support, and social and advocacy services for the victims.

The Ombudsman elaborated necessary legal documentation to the case.

European Roma Rights Centre notified the international community about the case and brought it to the European Court of Human Rights.

	<p>Target group:</p> <p>Roma community; abused and accused victims of institutional bullying and violence</p> <p>Roles and responsibilities of the target group:</p> <p>Active participation in standing up against structural racism; providing evidence and witnessing; use of legal services; accepting support from the part of NGOs and other civic and state organisations such as the Ombudsman services. Last but not least, using media for presentation of Roma needs, problems and claims.</p> <p>Resources needed:</p> <p>Organisational networking, creation of partnership among communities, NGOs, civic and international organisations. Media coverage, social media and creation of a web site committed to the case.</p> <p>Challenges faced:</p> <p>Structural racism unreflectively embedded in mentalities of members of the majority non-Roma inhabitants of Slovakia. Necessity to enforce the rule of law on a territory of a respective national state by international community and international organisations.</p> <p>Results obtained:</p> <p>Five of the six victims were cleared of charges.</p> <p>The image and prestige of Slovakia suffered in the eyes of the international community.</p> <p>In 2020, the Federal Government of the USA released a 2020 Country Report on Human Rights Practices: Slovakia, in which the Moldava case figures as an extraordinary example of high-level corruption, violence and threats of violence against Roma and members of other ethnic and racial minorities, including violence by security forces.</p> <p>Follow up:</p> <p>In 2020, on the occasion of the 7th anniversary of the police raid, public personalities including current President of the Slovak Republic Zuzana Čaputová commemorated perpetrated violence and injustice committed on members of Roma community in Moldava nad Bodvou, and called for systematic reform and changes in criminal inspections.</p> <p>NGOs and civic organisations call for creating of an independent body involved in inquiring of dubious practices of state authorities. They request a guarantee of a political independence of security forces. Further, they require</p>
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	providing video recording from each police action, and charging persons responsible for the police raid of 2013.
Expert recommended to support the implementation process:	Lýdia Šuchová, lydiasuchova@hotmail.com 7rokov@policajnarazia.sk
Sources of inspiration/ information	http://policajnarazia.sk/

“From Poverty to Self-Sufficiency”

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - <u>working method/ tool</u> - <u>activity</u> 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - <u>Other – representatives, staff of organizations providing services to inhabitants of isolated marginalized poor Roma ghettos in Slovakia</u>
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 0-14 years old - 15 – 30 years old - <u>30-60 years old</u> - <u>Above 60</u> 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - Up to 5 people - 5-20 people - 20- 100 people - <u>More than 100</u> - One community - One region
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1-5 hours - 1 day - 1-7 days - 1 month - 1 year - Other, please specify: At least three training days 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Housing - <u>Education</u> - Health - Employment - <u>Antidiscrimination</u> - Culture - <u>Civic involvement</u> - Other, please specify: <u>Structural racism</u>
<p>For which stakeholder it the tool recommended:</p> <ul style="list-style-type: none"> - <u>NGO</u> - <u>Public institution</u> - <u>Public authority</u> 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - <u>Better communication</u> - Secure participation - Strategic planning - <u>Policy making</u>

<ul style="list-style-type: none"> - Local community - Mass media 	
<p>Detailed description of the tool:</p>	<p>From Poverty to Self-Sufficiency – training of the Labour Office (LO) staff and professional staff of other institutions providing services to inhabitants of poor Roma ghettos</p> <p>Objectives:</p> <p>The Pilot - the training course <i>From Poverty to Self-Sufficiency</i> aimed to sensitize the professionals working with Roma living in ghettos, to increase their understanding of the principles of poverty and to appreciate the differences in behaviour of the people in poor Roma communities, compared with that of middle-class people. The training activities were aimed at strengthening the participating staff’s expertise and knowledge about economic and social frameworks of poverty, and especially generational poverty.</p> <p>Actions/Activities:</p> <ol style="list-style-type: none"> 1. The first task was to engage with all the potential participating organisations to persuade them that taking their staff out of the office for training delivered by a non-statutory body was to be time well spent and would not cut across their established policies and procedures. 2. The training course is specially designed for professionals providing services to inhabitants of marginalized Roma communities. The course includes the characteristics of social classes, the causes of poverty, the life priorities of members of each social class, personal resources of individual clients, the hidden rules of social classes, the role of language, social capital and its personal relevance to people living in poverty, the characteristics of brain development for social behaviour, priorities to tackle problem areas of people living in poverty, possibilities and opportunities of individual work with clients, various forms of accompanying and supporting the clients from poverty. 3. The following topics were the subject of discussions: the causes of poverty, the life priorities of members of each social class, the personal resources of individual clients, the hidden rules of social classes, the role of language, social capital and its personal relevance to people living in poverty, the characteristics of brain development for social behaviour, the priorities to tackle problem areas of people living in poverty, the possibilities and opportunities of individual work with clients and the forms of accompanying and supporting the client from poverty. <p>As the methodology is found on the principles of openness (ideology-free), variability and creativity, it was possible to adapt the training course to particular needs of individual groups. Methods used during the trainings included: group work, discussions, participants presenting and justifying their own opinions, detecting possible solutions, and the exchange of experiences. Trainings were led and facilitated by qualified <i>ETP Slovakia – Centre for Sustainable Development</i> trainers, with extensive expertise in coaching and practical experience from terrain social work. Trainers also drew on their</p>

previous experiences of applying the methodology in trainings held at different occasions for a diverse public in Slovakia.

Process description (please add a timeline):

The first three trainings for 60 professionals from the LO in Košice were held in May 2018, for 40 employees of the LO from Kežmarok in September 2018, for 20 representatives of non-profit organizations operating and delivering services in MRCs in January 2019 and training for a large private employer – KOSIT (employing the Roma workers, including the inhabitants of Lunik IX) was carried out in June 2019 (20 participants).

A manual covering the training course principles had been published and was made available for pre-course reading to all participants and other organisations could take advantage of this publication. The numbers attending the training was as planned and the responses were positive.

Roles and responsibilities of the stakeholders involved in the implementation:

The Pilot – the training course – *From Poverty to Self-Sufficiency* - has helped the LOs and other institutions’ staff to understand something of the life conditions of their clients and the hidden rules of poverty and therefore to be more patient and human in their day-to-day work.

This type of training course should be mandatory for all staff members, who provide services to people living in poverty, i.e. at the beginning of their work for the LOs, municipalities, medical services, Police, judicial and prison administration, and other professionals. By creating a space where the participants can freely express their views and ventilate their feelings, trainings could provide the professionals with an essential opportunity to reflect on their everyday social work practice, and in turn enhance their sensitivity towards clients.

Target groups:

- elected representatives (mayor, deputies) at local and regional levels
- employees of local and regional authorities, companies,
- employees of selected state organizations and institutions
- representatives of non-government organizations and church
- private business companies and other employers employing people from marginalized Roma communities
- journalists

Roles and responsibilities of the target group:

The training course graduate has achieved:

- a) a better understanding of their clients' challenges and hidden rules of poverty
- b) enhanced professional skills to help their clients to break out from their critical life situations
- c) a softening of any potential (or real) prejudices against poor people, inhabitants of marginalized Roma communities
- d) an inclination not to mix social and economic causes of poverty with ethnicity,
- e) a more open, and sensitive response to people in social need, irrespective of their ethnicity,
- f) an understanding of the differences between situational and generational poverty,
- g) a better understanding of the social and economic causes of poverty, regardless of any religious, political, ethnic, gender, age and cultural differences
- h) professional and emotional support for their work, and which addresses potential burn-out.

Resources needed:

Personal capacity, methodology skills, certified trainers, funding,

Challenges faced:

1. Administrative burden - before the training started, an enormous administrative burden (related to mostly the public procurement) has substantially slowed down the delivery of the first training.
2. Cooperation with local Labour Offices (LOs) was hindered by the hierarchical structure of the Central Office of Labour, Social Affairs and Family, which directly manages 72 local LOs. The local LOs have no legal subjectivity to engage in a partnership, required for the training courses delivery, even though the Košice Labour Office employees over 500 professional employees. The problem was resolved by the drafting of an agreed Memorandum of Partnership between ETP Slovakia and the Central Office of Labour, Social Affairs and Family.
3. Elections - Regional (November 2017) and Municipal (November 2018) affected the course and time schedule. Invariably, newly elected bodies are keen to implement promised policies which, especially in the current climate, frequently is not sympathetic to the Roma minority.
4. Incompetence, inexperience and not rarely ignorance, prejudices of people working in responsible positions at national, regional and local levels - it will take decades to eliminate deeply embedded institutional racism.

Rather a fair proportion of the participants demonstrated an alarming, but perhaps predictable, negative attitude towards their Roma clients, which results from a lack of knowledge about Roma history and culture and their struggle over the centuries to integrate in the mainstream society. One reason for this scepticism may be that the LO staff are not well paid and their salaries are approaching the monthly social benefits of their clients! Low public sector salaries do nothing to retain well qualified and talented staff.

Results obtained:

The Pilot has revealed that the staff of the institutions providing services to people in poverty have prejudices, especially against Roma people. Most of the staff have not been trained by their institutions in the Pilot training topics. Without compassion and understanding of hidden rules of poverty it is impossible to expect any labour market integration of long-term unemployed people, born into generational poverty in Roma ghettos.

Through the Pilot we have also learned that there is a growing number of people working, or willing to work, in the not-for-profit sector and in private companies who are seeking innovative of how to comprehensively improve the situation of poor Roma people so that they will feel welcome in the majority society and will be keener to resolve those issues such as financial instability, inadequate housing and incomplete education, all of which hinder them from seeking a permanent job.

The stakeholders and the staff of institutions, being trained, are now more willing to cooperate with not-for-profit and take into consideration also its recommendations.

Outputs:

1. The signing of a Memorandum of Cooperation between ETP Slovakia and the Central Office of Labour, Social Affairs and Family of the Slovak Republic.
2. The training courses to build capacities of 100+ LO, and other institutions' professionals were carried out.
3. Two versions of the *From Poverty to Self-sufficiency* had been published, the second version incorporated new topics, relevant and suggested by the training course participants.
4. Two new tools/services have been developed - *From Poverty to Self-sufficiency* and *Holistic Social Mobility Program*

Outcomes:

1. improved understanding and empathy of LO professionals in the situation of inhabitants poor Roma ghettos, marginalized communities.

	2. Built capacities of professionals working with and for the benefit of Roma people. Follow up:
Expert recommended to support the implementation process:	ETP Slovakia – Centre for Sustainable Development, Tajovského 1, 040 01 Košice, Slovakia, Ms. Veronika Poklembová, Director, contact: etp@ke.etp.sk
Sources of inspiration/ information	www.etp.sk , Publication: https://etp.sk/z-chudoby-k-sebestacnosti-druhe-rozsirene-vydanie/

Community Bridge Building

The Community Bridge-building Project of the Civic Association ETP Slovakia has been assessed as one of the most impressive cases of applying an integrated approach to community development (Milosheva-Krushe 2013).

Donors: Financial mechanism EEA, Norwegian Financial Mechanism. Follow-up and spinoff activities have been funded in following years by Habitat for Humanity International and Open Society Institute (OSI).

Duration: 2 years duration (October 2009 – April 2011) for development and functional operation of the community centres with integrated holistic services activities in the context of lifelong learning support and increased employability. Follow-up activities have been implemented (2012-2016) and continue as spin-off activities and projects initiated by the initial project supporting sustainability of the project activities and the long term impact on disadvantaged Roma communities.

Description of the project

The Community Bridge-building program aimed at reducing generational poverty in 12 towns and villages in Slovakia through the establishment of 12 community lifelong learning, building bridges between professionals and communities – “bridging” and building the human, social and economic capital in 12 communities and their conversion into lifelong learning communities.

One of the key objectives of the project was to strengthen cooperation and encourage a participative approach when addressing sustainable development issues. Activities for the disadvantaged groups who would become clients of the Community centres were organised following a holistic approach by developing human resources that are necessary to launch and achieve strategic change in the situation of disadvantaged target group. The project also aimed at creating a space for discussion on environmental, economic and social problems and possible solutions. Last but not least, the activities were designed so that they would support public involvement in the decision-making process.

The project was designed, implemented and further developed by ETP. ETP is a non-profit consulting and training organization established as a direct continuer of Environmental Training Project for Central and Eastern

Europe active an independent entity since 1995. ETP Slovakia has since its very beginnings cooperated with the local government and businesses as well as with other NGOs engaged in programs aiming to increase the sustainability of local development, to improve the environment and to provide assistance to disadvantaged individuals and families. ETP is based on Eastern Slovakia and it is at proximity of so called “lagging regions” with high representation of the marginalised Roma communities. Mission of ETP is to support regional development, protect the environment and assist in the development of the social, economic, educational and cultural potential of people, organisations and communities with an emphasis on problem solving within disadvantaged regions, socially disadvantaged groups and ethnic minorities. The Community Bridge-building Project can be therefore perceived as the flagship of the organisational mission.

In concrete terms, the Community Bridge-building Project led to establishment and operation of 12 community centres over the two years of its duration. The community centres have been perceived and developed as lifelong learning communities. They applied a set of integrated services “from the cradle to the grave” in the 12 municipalities in Central and Eastern Slovakia. The activities included educational activities for children and their families, employment training, courses and support services; social services and cases, training of professionals in a variety of aspects related to inclusion and fighting poverty. The 12 centres dealt with, resolved and documented thousands of cases for several hundreds of community centres’ clients, provided employment support services to socially excluded individuals; on the job retraining and housing construction and refurbishment trainings. Though there is no data on the number of clients who would obtain a job as a result of the provided support, the project helped in increasing their skills and potential for employability.

The project was divided into three areas: i) human capacity building ii) social capacity building and iii) economic capacity building.

1. The Human capacity building: activities developed for human capacity building aimed at addressing the intergenerational education. Educational activities were provided in form of traditional and innovative trainings and courses for all ages of the Community Centres’ clients. The main target groups for these activities were Roma people, the unemployed and socially excluded, women and young girls.
2. The Social capacity building: activities were developed to build and foster capacities and relationships within the community. Diverse social and cultural events were organised in cooperation with individuals from the target group. The main goal of these activities was to increase social capital of the participants, clients of the Community Centres. Social integration and stabilization of the families: innovative and integrated comprehensive services including education, social, legal, healthcare assistance and employment counselling for all age groups by Community Centres’ leaders.
3. Economic capacity building: training and counselling activities were provided to clients of the Community centres aimed at economic capacity building by improving their skills, assisting them in solving a range of problems, so that individuals from the target groups had chances to gradually improve their skills in managing and stabilising their economic situation. More specifically the activities provided included: i) employment counselling – provided in the Community centres by the Community centres’ leaders in order to assist the long-term unemployed to find a job or to apply and obtains a contribution for starting their own business, these trainings were organized in cooperation with the Labour Office and local employers; ii) practical training “Sharpen Your Skills” – training in construction and reconstruction of the apartments which provided immediate skills for improving the living conditions of the participants.

Financial resources for the project

All of the activities implemented within the three modules are supported by Financial mechanism EEA, Norwegian Financial mechanism and State Budget of the Slovak Republic. Financial resources for the

construction and reconstruction within “Sharpen your skills” training are provided by ETP partners – Habitat for Humanity International and Open Society Institute. Financial resources for the construction and reconstruction of the new apartments are provided by Ministry of Construction and Regional Development of the Slovak Republic.

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - working method/ tool: Financial Support for setting up Community Centres <p>1. activity: The Community Bridge-building Project by ETP Slovakia – Centre for Sustainable Development</p>	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - disabled people - immigrants - people from isolated areas - ex-offenders - young people from foster care - women - Other: people from marginalized Roma communities <hr/>
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - <u>0-14 years old</u> - <u>15 – 30 years old</u> - <u>30-60 years old</u> - <u>Above 60</u> 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - Up to 5 people - 5-20 people - 20- 100 people - <u>More than 100 – twelve communities</u> - One community - One region
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1-5 hours - 1 day - 1-7 days - 1 month - 1 year - Other, please specify: <u>2 years</u> 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - <u>Housing</u> - <u>Education</u> - <u>Health</u> - <u>Employment</u> - Antidiscrimination - Culture - Civic involvement - Other, please specify: <u>other related problems when solving social situation per individual needs of Roma people involved in the project, such as structural racism, discrimination, non-existent laws, etc.</u>
<p>For which stakeholder it the tool recommended:</p>	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - Better communication

<ul style="list-style-type: none"> - <u>NGO</u> - <u>Public institution</u> - <u>Public authority</u> - <u>Local community</u> - Mass media 	<ul style="list-style-type: none"> - <u>Secure participation</u> - Strategic planning - <u>Policy making</u>
<p>Detailed description of the tool:</p>	<p>Objectives:</p> <p>Actions/Activities: Establishment and operation of 12 Community centres for people from Marginalised Roma Communities living in segregated areas were supported by the project activities.</p> <p>Activities involved provision of Integrated services “from the cradle to the grave” in the 12 municipalities in Central and Eastern Slovakia.</p> <p>Educational activities have been offered for children and their families, including:</p> <ul style="list-style-type: none"> - Pre-school education for children 3 – 6 years old - After school support for pupils and students of elementary and secondary schools - Adults: employment training courses and support services, housing construction and refurbishment training - Training of professionals in a variety of aspects related to inclusion and fighting poverty. <p>Social services have been provided on number of cases per individual, dealing with specific problem of Roma from marginalised communities.</p> <p>Process description (please add a timeline):</p> <p>2 years duration (2009-2011) for development and functional operation of the community centres with integrated holistic services activities in the context of lifelong learning support and increased employability. Follow-up stage has been implemented (2012-2016) and continue in spin-off activities and projects initiated by the initial project.</p> <p>The project was divided into three interconnected modules:</p> <ol style="list-style-type: none"> 1. Capacity building - improving skills <p>Intergenerational education – providing traditional and innovative trainings and courses for all ages in Community Centres (CC)</p> <ol style="list-style-type: none"> 2. Social capital development <ul style="list-style-type: none"> - fostering relationships within the community and improving social skills of Roma – various social and cultural events prepared in cooperation with the target group representatives social skills in CC. - Social integration and stabilization of the families – providing innovative, integrated comprehensive services by the leaders from the communities – community centres leaders <ol style="list-style-type: none"> 3. Social and economic situation

- employability: employment counselling – provided to assist the long-term unemployed to find a job or contribution for starting their own business. The trainings were organised in cooperation with the Labour Office and local employers.

- practical training “Sharpen Your Skills” – training in construction and reconstruction of the apartments.

Roles and responsibilities of the stakeholders involved in the implementation:

- 12 project partners including NGOs and municipalities, with soundtrack record of activities with vulnerable Roma communities have been involved and supported implementation of individual activities. All involved partners shared the inclusion of vulnerable groups and Roma as a priority area in their mission and strategies.
- Community centers have put emphasis on hiring Roma staff
- Cooperation with local municipalities was crucial element of implemented activities

Target group(s):

- Inhabitants of Marginalized Roma Communities
- Staff of Local Public institutions (schools, Municipalities, Labor Offices, etc.)

Roles and responsibilities of the target group:

- Roma staff in the project has been instrumental in supporting participation of the members of marginalized Roma communities, often involving families across more generations.

Resources needed: Financial support has been received from EEA and Norway Financial Mechanism. After this project, activities were carried out based on support from Swiss Financial Mechanism.

Challenges faced:

Segregation is a continued problem and community centres in areas with marginalised Roma communities are usually not able to attract non-Roma clients. One exception during the project implementation has been Micro-loan financing activity also non-Roma participants in socially weak situation have took part in the case of one community centre.

Results obtained:

Participation in education and counselling activities of hundreds of participants has led to positive improvement of the employment and social situation of the participants.

The experience and inclusion of stakeholders in the activities developed during this project inspired the formulation of legislative support to Community centres (amendment of Law on Social Services Act no. 448/2008 Coll. from

	<p>2014,2015) and introduced financial support for Community centres from national public funding (including EU funds).</p> <p>Follow up:</p> <p>Several project partners, have secured further funding for projects with a similar focus that continue or expand the initiatives of the community centres. These include three of the individual projects and seven of the NGO subprojects. Out of the 12 community centres that were created under the EEA and Norway Grants, six have been refinanced in the following years by the Swiss Development Agency (SDC) in the following periods and in the following years community centres and related activities obtained support from other sponsors.</p> <p>The Law on Social Services has been amended to include Community centres as a framework for provision of social services for disadvantaged communities. As a result of that, public funding has been provided to community centres and related activities. The project promoter ETP has been consulted in the process of the legislative change.</p> <p>ETP as the project promoter continued with provision of wide range of services for community centres (Mačáková, Pollák et. al. 2015)</p>
<p>Expert recommended to support the implementation process:</p>	<p>Slávka Mačáková, independent expert, macakova@ke.etp.sk</p>
<p>Sources of inspiration/ information</p>	<p>Mariana Milosheva-Krushe, Anna Ivanova, Claudia Grosu, David Krushe, Dolores Neagoe, Georgi Genchev, Jacob Hurre, Szilvia Rézműves (2013) EEA STUDY ON ROMA INCLUSION UNDER THE EEA AND NORWAY GRANTS, Study Report, Sofia, CREDA Ltd., May 2013</p> <p>https://eeagrants.org/2009-2014 Study on Roma inclusion - Final report.pdf</p> <p>Mačáková Slávka, Pollák Miroslav, et al. 2015, KOMUNITNÉ CENTRÁ - OÁZA PRE ĽUDÍ ZO ZNEVÝHODNENÝCH KOMUNIT, report, https://etp.sk/wp-content/uploads/2015/08/Komunitné-centrá-oáza-pre-ľud%C3%AD-ze-znevýhodneného-prostredia.pdf</p>

Participation via Self-Help Home Construction

Objective:

To improve the quality of housing in marginalized Roma communities and support long-term Roma people to acquire working skills and habits, in order to increase their employment and job market opportunities.

Target group: young families from marginalized Roma communities

Human Service Activities:

- Renovation and legalization of existing homes
- Construction of houses through self-help, which young families build on legal and settled land, based on valid construction permits. The cost of construction is borne by the future home-owners out of funds they have accumulated, by being involved in the Savings Program, and from interest-free micro-loans.
- Based on the interest and recommendations of the municipal council and local personnel advisor, low-income families are invited to apply for an interest-free loan for the renovation, reconstruction, and legalization of their apartment.
- The selected candidates learn the principles and rules of participating in the self-help construction service before loans are provided to them.
- Regular training of the self-builders and professional supervision during the construction, reconstruction and renovation activities.
- Building partnerships between builders.
- Enhancing work skills and habits.
- Improving financial literacy.
- Training in communication with authorities and businesses.
- Acquiring personal responsibility and relationship to their own property and properties of other people.

Expected results:

- Improving living conditions and housing.
- Acquisition of working skills and habits
- Increased the builders' employability.
- Improvement and attitude changes in the following matters: employment, education, financial literacy, communication.
- Increasing the social capital of builders and their family members.
- Positive shifts of the builders towards integration into majority society.
- Acquiring a sense of responsibility for their own property and changing the attitudes towards the properties of other people.
- Motivation of other community residents to improve living conditions in the community.

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - <u>working method/ tool</u> - <u>activity</u> 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - disabled people - immigrants - <u>people from isolated areas</u> - ex-offenders - young people from foster care - women - Other: <u>people from marginalized Roma communities</u>
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 0-14 years old - <u>15 – 30 years old</u> - <u>30-60 years old</u> - Above 60 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - Up to 5 people - 5-20 people - <u>20- 100 people</u> - More than 100 - <u>One community</u> - One region
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1-5 hours - 1 day - 1-7 days - 1 month - 1 year - Other, please specify: <u>long-term activity: 10+ years</u> 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - <u>Housing</u> - <u>Education</u> - <u>Health</u> - <u>Employment</u> - Antidiscrimination - Culture - Civic involvement - Other, please specify: (1) <u>self-empowerment</u>, (2) <u>self-help</u>, (3) <u>social and economic enhancement of neglected, disadvantaged, marginalized rural areas</u>, (4) <u>systemic structural racism and other forms of oppression</u>
<p>For which stakeholder it the tool recommended:</p> <ul style="list-style-type: none"> - <u>NGO</u> - <u>Public institution</u> - <u>Public authority</u> - <u>Local community</u> - Mass media 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - Better communication - <u>Secure participation</u> - Strategic planning - <u>Policy making</u>

<p>Detailed description of the tool:</p>	<p>Objectives: Comprehensive improvement of the quality of lives of marginalized Roma people living in a rural area via empowerment and self-help construction of family houses</p> <p>Actions/Activities:</p> <p>The practice of self-help home construction and reconstruction of family houses, utilizing interest free micro-loans, has been developed to improve the quality of housing in marginalized Roma communities and to support the acquisition of working skills, habits and employment opportunities. The main target groups are young families from marginalized Roma communities inhabiting segregated locations with deprived housing stock. Low-income families are being selected by recommendations from municipal authorities, local social field workers and other local partners (church, non-profits, schools, labour offices, etc). The practice aims at renovation and legalization of existing homes, construction of houses through self-help activities with legal building permits. The land lots for new houses is provided by local municipalities, and families purchase them. Construction costs are financed by future homeowners through their own families' savings plus interest free microloans. The main coordinator of this practice, non-profit organization, <i>ETP Slovakia – Centre for Sustainable Development</i>, provides training for selected candidates in the rules of the self-help construction program, in financial literacy, and life skills. The participants have also been regularly trained in construction and home maintenance; professional supervision is also provided. The final product – a family house – becomes a property of the participating family.</p> <p>Process description (please add a timeline): <u>long-term activity 10+ years.</u></p> <p>Roles and responsibilities of the stakeholders involved in the implementation:</p> <ol style="list-style-type: none"> 1) <u>Beneficiaries – construction of legal family houses via self-help, including saving financial resources and participation of all family members in educational activities.</u> 2) <u>NGO – ETP Slovakia – Centre for Sustainable Development - facilitation of the process, including fundraising and obtaining necessary resources.</u> 3) <u>Local Authority - construction approval(s), availability of the land for constructions, general support</u> 4) <u>Public Authorities – policy making, approvals of the social innovation(s)</u> <p>Target group(s):</p> <ol style="list-style-type: none"> 1) <u>Local Community and its individual (marginalized, long-term unemployed) members</u> 2) <u>Local and Regional Authorities</u> 3) <u>Local NGO(s)</u> 4) <u>National/EU Public Authorities, responsible for policy making, development of new strategic plans and allocation of funds for social innovations</u>
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Roles and responsibilities of the target groups:

- 1) Local Community and its members
 - a. Participation in educational activities (financial literacy, saving program, other educational activities for all members of the beneficiaries' families)
 - b. Self-help construction
 - c. Non-profit micro-credit beneficiaries, including regular payments of the micro-loans
 - d. Participation at joint local community activities
- 2) Local Authority/Local Municipality
 - a. Approval processes
 - b. Genuine cooperation with all stakeholders
 - c. Promotion of the tool among other Municipalities in Slovakia
- 3) Local NGO(s) / Local Church / Local Charity
 - a. Social assistance, long-term accompaniment of the beneficiaries
 - b. Organizing community activities and other relevant actions, educational activities to support the beneficiaries' families
- 4) National/EU Public Authorities
 - a. Public policy development
 - b. Integration of the social innovation to the development of new policies and strategic documents (i.e. European Commission - Slovakia Partnership Agreement, etc.)

Resources needed:

- 1) Human resources – construction manager/supervisor, architect, social field workers, educators/teachers/pedagogues of various subjects
- 2) Financial resources - 20.000 EUR per house (current costs of construction) and approximately 10.000 EUR per family for the costs of the social field work, educational activities for all members of the family, construction supervision, and other professional social services provided over the period of about 10+ years, until the family will have reached self-sufficiency and repaid the micro-loan.
- 3) Material resources for home construction
- 4) Mental resources – i.e. having the mental abilities and acquired skills (reading, writing, computing) to deal with daily life and challenges of self-help home construction.
- 5) Emotional resources – i.e. stamina, perseverance, persistence, etc.

Challenges faced:

- 1) The biggest obstacle is the lack of families who fulfil program criteria of: a) having their own initial savings, b) abiding to rules of the savings scheme, c) ability to build themselves, via self-help.

	<ol style="list-style-type: none"> 2) A lack of suitable land from local municipalities or private owners. Delays can inhibit the realization of the program for several years. 3) A reluctance on the side of the State/EU administration, public institutions to accept this social innovation as an inevitable part of the social policies. 4) Structural, systemic racism and long-term discrimination of the people from marginalized Roma communities. <p>Results obtained:</p> <p>The self-help construction program reinforces working and life skills and improves financial literacy, and, in communication with authorities and businesses, personal responsibility and their relationship to their property, as well as that of others.</p> <p>The participants have also become role models, motivating other residents of marginalized Roma communities to improve their living conditions.</p> <p>Most homebuilders have found and kept a permanent job, in construction business, with a local municipality or elsewhere.</p> <p>A side effect of the cooperation between Roma and construction supervisors has been the deconstruction of negative barriers and racial prejudices.</p> <p>Follow up:</p> <p>The self-help housing construction and reconstruction programme is suitable for low-income families globally, due to three major reasons:</p> <ol style="list-style-type: none"> 1) appropriate housing is an essential condition for improving the quality of life in every aspect. 2) the programme has its educational dimensions, involved individuals acquire working skills, financial literacy and societal habits. 3) the programme has its moral dimension from the social justice perspective: people participating in the program, who construct and finance their own houses, are strong individuals, they become role models, worthy of following, therefore they prove wrongness of racial prejudices in mentalities of some representatives of the majority population.
Expert recommended to support the implementation process:	Slávka Mačáková, PhD., independent expert Veronika Poklembová, PhD., ETP Slovakia Director etp@ke.etp.sk
Sources of inspiration/ information	https://etp.sk/building-hope-project/?lang=en

Club "Catch the Chance"

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - working method/ tool 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <p>unemployed youth from small municipalities</p>
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 15 – 30 years old 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - 20- 100 people - One community
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1 year 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Employment - Civic involvement -
<p>For which stakeholder it the tool recommended:</p> <ul style="list-style-type: none"> - NGO - Public authority 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - Secure participation - Policy making
<p>Detailed description of the tool:</p>	<p>Objectives:</p> <p>Improving the employability and social activism of young Roma men and Roma women aged 15-30 through the development of local mechanisms and improving the accessibility of services in the territory of the municipality by establishing the CLUB "CATCH THE CHANCE".</p> <p>Actions/Activities:</p> <p>The lack or inadequacy of available services for young people, as well as the lack of adequate mechanisms at the local level, are obstacles to improving employability, employment and social inclusion of young people at the level of small local communities. Emphasizing the role of skills and knowledge for creating new economic opportunities and employment opportunities for young Roma and Roma women, the CLUB program highlights the role of youth activism in the local community as a tool to create sustainable economic activities.</p> <p>The Club "Catch the Chance" is based on the idea that the problem of young Roma population labour market activation is solved through not only measures that directly contribute to employment, but primarily through a whole set of measures aimed at strengthening their capacity through activism, skills improvement, strengthening affiliation and cohesion within the community; it is based on strengthening of public-private partnership and active contribution and participation of relevant actors.</p>

Initial activities should be focused on provision of program and infrastructure prerequisites for the functioning of the Club by adaptation of the premises & provision of equipment as well as setting the procedures for Club functioning. Establishment and work of the of the local stakeholder group, organization of trainings for members of LSG, NGOs and young Roma activists aiming at raising the capacity of key actors are the activities that should be implemented at the beginning. The organization of social, cultural and inclusive events should animate and motivate young people to participate in the Club program, encourage activism and contribute to the social integration of young Roma. The courses for improving of digital competences and other educational activities are aimed at raising skills for performing specific tasks and improving basic skills in the labor market. Inclusion of young people in these trainings and satisfaction with the training methodology and topics will contribute to the efficient functioning of the Club. Promotional and integration community activities such as cultural and sports events should positively affect users, key actors and the entire community.

Process description (please add a timeline):

- 1) Adaptation of space and procurement of equipment for CLUB "CATCH THE CHANCE" – 1st month
- 2) Strengthening the capacities of the local stakeholders group for the CLUB "CATCH THE CHANCE" program – 2nd month
- 3) Defining the functioning procedures and developing programme of the CLUB "CHANCE CHANCE" – 3rd month
- 4) Improving the capacity of NGOs and young Roma activists for public advocacy and animation of young people for active participation in the community – continuously
- 5) Organization of educational, promotional and informative events - continuously

Roles and responsibilities of the stakeholders involved in the implementation:

NGOs play an important role in supporting active involvement of young people in the world of employment and community life. There is a need for strengthening capacity of NGOs, especially small NGOs, dealing solely with local issues, to initiate advocacy, activate citizens to participate in decision-making within local authorities and public institutions.

A local stakeholders group for the “Catch a Chance” program should be established out of the representatives from the public, private and non-governmental sectors. LSG should be composed of representatives of the NES, educational institutions, local authorities, employers, NGOs and young Roma activists This group should be a starting point to support the local community in the preparation and funding of programs aimed at increasing employability and employment of young people, especially from vulnerable groups. During its meetings, the LSG discusses the problems and opportunities of the local labor market, discusses possible methods and tools for identifying and analyzing the effectiveness of the measures taken, and improves its capacity for multisectoral cooperation and planning.

Target group:

Young unemployed Roma men and women 15-30 years old

Roles and responsibilities of the target group:

Young Roma, especially who living in substandard settlements have limited access to information and counselling because of their location and lack resources. However, they are among those who need such services the most. Because of that, one of the first activities should be info days in the field. After that, interviews, survey and focus groups with young Roma would be implemented. Consulting young Roma on matters related to non formal learning and employment and their interests, attitudes and skills provides evidence of real needs and concerns that should be addressed through policy. Sports and cultural events are resources for promotion of active youth participation and citizenship, social cohesion and inclusion.

Resources needed:

Friendly space, furniture, laptops, projector, LDC screen, flip charts and white boards, Wi-Fi, etc

Annual program of the Club and monthly plan of courses and sports, culture, art and other events

Local stakeholder group established to support CLUB "CATCH THE CHANCE" program

Efficient and stable financing ensuring through local budget and projects Local budget: staff (one or more) and operating costs

Project – courses and events

The Club program should include the following components:

- Non-formal education
- Information
- Initiating initiatives
- Socializing
- Counseling
- Collection of data relevant to youth employment and activism

All these components should be based on respect for the needs and interests of young people, multi-sectoral cooperation and the support of the whole community.

Challenges faced:

Limited number of NGO in small municipalities;

Insufficient interest of local employers to get involved in the activities of the Club and in creating policies in the field of Roma employment;

The lack or inadequacy of available services and courses for young people in small municipalities;

Results obtained:

Improved employability and social activism of young Roma aged 15-30 with the development of local mechanisms and the improvement of accessibility of services in the territory of the municipality by establishing a Club "CATCH THE CHANCE"

- Strengthened representatives of the public, private and non-governmental sector for the creation, implementation and monitoring of

	<p>local policies in the field of employment of young people from vulnerable groups;</p> <ul style="list-style-type: none"> • Information and education services aimed at acquiring knowledge, skills and competencies for a more competitive presence on the labor market are available within the CLUB "CATCH THE CHANCE" program; • Young members of the Roma and non-Roma population and NGOs involved in the organization and implementation of social, cultural and inclusive activities and events <p>Follow up:</p> <ul style="list-style-type: none"> • Data collected through interviews and surveys indicate that young Roma are insufficiently informed and involved in non-formal education and training. At the local level, it is necessary to intensify activities to inform youth about the educational profiles that are required in the labor market in order to motivate them to attend training courses that can enable them to have a better social status. • Through the organization of thematic events and trainings within the Club's program it is necessary to help young Roma to increase their awareness of the number of skills needed for look for a job and encourage them to take the initiative. • Almost all candidates stated that they use social media on mobile devices. Social media can enrich the training process and it can contribute to strengthening of links between youth, trainers and employers.
Expert recommended to support the implementation process:	<p>Ljiljana Mihajlovic</p> <p>Email:</p> <p>zabaljromena@gmail.com</p> <p>inkluzija.roma@gmail.com</p>
Sources of inspiration/ information	<p>https://www.romena.org.rs/aktivnosti/klub-uhvati-sansu/</p>

Roma Culture Classes

<p>The purpose of introducing the subject "Ethnic Folklore in Bulgaria – Roma Folklore" can be defined as: creating an effective model for educating ethnic tolerance, pride and friendship, as well as for attracting and retaining their children at school through studying Roma folklore,</p>	
<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - working method/ tool - activity 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - disabled people - people from isolated areas - women (Roma women) - Other <p>_____ Children _____</p>

<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 0-14 years old - 15 – 30 years old - 30-60 years old - 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - More than 100 - One community -
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1 year - 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Education - Antidiscrimination - Culture - Civic involvement -
<p>For which stakeholder it the tool recommended:</p> <ul style="list-style-type: none"> - NGO - Public institution - Local community - Mass media 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - Better communication - Secure participation -
<p>Detailed description of the tool:</p>	<p>Objectives: Formed groups conduct classes throughout the school year, two hours a week. The basic principle that Amalipe Center adheres to in the teaching process of Ethnic Folklore in Bulgaria – Roma Folklore is that the lessons should not become traditional reading or music lessons, but that students’ interest and activity be kept awake. Using interactive methods, many fun games, extracurricular activities (such as broadcasting, celebrations with parents, ethnic evenings, attending an authentic celebration, etc.) are the main ways to achieve this. Almost everywhere, teachers have succeeded and turned Roma folklore lessons into not only the most beloved of the students, but also into a factor determining the cultural life of the school (and sometimes even in the locality).</p> <p>Actions/Activities: Exemplary activities for working in the classes of “Ethnic Folklore – Roma Folklore”1. Work with students from the EPA</p> <p>1.1. Competition for personal creativity (fairy tale, poem, story, essay, drawing, photo, etc.)</p> <p>1.2. small group competition:</p> <ul style="list-style-type: none"> – to collect raw folklore, legends of the settlement, etymology of geographical names in different dialects – study of predictions – tracing of local / generic history (preparation of family trees) – for making the most original souvenir – for personal creativity

	<ul style="list-style-type: none"> – to produce a powerpoint presentation – for making a small clip – others – <p>1.3. Ethnic Museum</p> <p>1.4. Exploring the etymology of names</p> <p>1.5. Open lesson</p> <ul style="list-style-type: none"> – with school teachers – with parents – with teachers and children from other schools <p>1.6. Presentation of a musical / fairytale performance, customs and music of Roma folklore</p> <p>1.7. Arrange a photo exhibition of pictures of the everyday life of children taken by them</p> <p>1.8. Exchange of roles between representatives of different ethnicities – presenting holidays, customs and more.</p> <p>1.9. Ethnic Fashion Day – specific costumes and hairstyles; ethnic elements that have been reflected in contemporary fashion – headscarves, shalwari, etc.</p> <p>1.10. production of dolls dressed in authentic costumes (exhibition – male and female costumes)</p> <p>1.11. Creating a map of ethnic groups and tracing the different groups from India, marking the places of residence of different groups on the map of Bulgaria (history and geography link)</p> <p>1.12. Using interactive techniques and games: “Do good to get good”, “Bunny writes a letter”, “Drunk carrot” and others.</p> <p>Working with other students</p> <p>2.1. Participation in school celebrations</p> <p>2.2. Production of a newspaper</p> <p>2.3. Powerpoint presentation to classmates</p> <p>2.4. School radio transmission</p> <p>2.5. Organizing quizzes and competitions on various Roma topics</p> <p>3. Work with teachers</p> <p>3.1. Open lesson with teachers</p> <p>3.2. Powerpoint presentation – at a teacher’s council or other occasion</p> <p>4. Working with parents</p> <p>4.1. Meeting with parents (inside or outside school)</p> <ul style="list-style-type: none"> – lesson “I teach mom Roma folklore”
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	<ul style="list-style-type: none"> – open lesson with the presence of mothers – meeting with parents “for coffee in Roma folklore class” – parents-students sport meeting – Spending an hour in an authentic Roma environment (at a child’s home) – dramatization involving parents – To set one day of the week dedicated to an ethnic group and invite parents to present elements of the ethnic culture (for example, Monday – Roma day, Tuesday – Bulgarians day, Wednesday – Turks Day, etc.) <p>4.2. Inclusion in the celebration of a calendar holiday</p> <p>4.3. Involvement of a parent in Roma folklore classes</p> <p>4.4. Ethnicity Corner (contact with parents) – crafts, handicraft items</p> <p>4.5. Exhibition of crafts and ritual breads</p> <p>5. Work with the local public</p> <p>5.1. March 3 Celebration Campaign</p> <p>5.2. Organization of celebrations on the occasion of: April 8, St. George’s Day, Easter</p> <p>5.3. Production of greeting cards for different holidays (to the mayor, the Municipal Council, RIE, the media, etc.)</p> <p>5.4. Local radio broadcasting</p> <p>5.5. Invitation to media at school, working with the media</p> <p>Process description (please add a timeline):</p> <p>Process/ services in Ludoteca can be:</p> <ul style="list-style-type: none"> • Free play in Ludoteca space • Game organized in Ludoteca space • Borrowing play equipment for free or for a fee • Holidays and themed activities around games, board games and toys • Fun activities in the open air and in other spaces than Ludoteca • Workshops / laboratories and various activities • Documentation, information and advice about the game (choice, use and interest ...) • Training on games, toys and board games, mobile services • Testing toys and games <p>Roles and responsibilities of the stakeholders involved in the implementation:</p> <p>Use of local teachers – Everywhere the teachers teaching Ethnic Folklore in Bulgaria – Roma Folklore were “local”, ie. teachers working in the respective school. This proved to be important for the successful formation and functioning</p>
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of the groups, because it used the authority that teachers already had among students.

Inclusion of teachers of different ethnic backgrounds – From the beginning, most teachers were ethnic Bulgarians. Two Roma teachers (the only Roma teachers in the Veliko Turnovo region) and two Turks were also involved. The non-Roma ethnicity of most teachers is not a problem for the successful passing of the classes.

Compliance with full voluntariness in the study of the subject “Ethnic Folklore in Bulgaria – Roma Folklore” – This was determined not only by the freely selectable classes format in which the classes were held. It was embedded in the very idea of the program. All students involved attended the classes voluntarily, on the basis of their wishes and wishes on the part of the parent, expressed in a model application.

Target group: Children aged between 7 and 18, Educators, teachers, social workers and collaborators of other services; National volunteers.

Resources needed: Safe and friendly space, special teaching aids were issued: Stories at the fireplace (for students in grades 2-4) and “Told Roads” (for students in grades 5-7) with authors D. Kolev, Dr. Yosiv Nunev and T. Krumova, as well as CDs with the songs included in the guide, performed by the Balkan Kit – Zlataritsa ensemble. The study aids cover all three modules of classes “Ethnic Folklore in Bulgaria – Roma Folklore” – fairy tales, songs and festive customs, present the folklore of Roma from all major Roma communities in Bulgaria, seeking points of contact with Bulgarian and Turkish folklore, as well as with the works of famous authors such as Angel Karaliychev, Elin Pelin, The Grimm Brothers and others.

Challenges faced: Lack of knowledge and skills of specialists involved in providing activities. Due to low budgets, many schools could not authorize any EPA groups, which led to the death of attempts to introduce intercultural education.

Results obtained: According to the information received from the teachers who taught “Ethnic Folklore in Bulgaria – Roma Folklore”, by the headmasters of the respective schools, as well as by the students themselves, the educational process is characterized almost everywhere by the following features:

1. Increased interest and activity on the part of students: Yesterday’s passive and seemingly indifferent Roma children show that they are not inferior to their other classmates in the intellectual process, as well as in terms of diligence. In this respect, it is significant that none of the students covered dropped out of school during the school year. In some places, something that we did not expect even happened – students dropped out in previous years participated in the festivities organized by the “Ethnic Folklore in Bulgaria – Roma Folklore” groups. Increased interest and activity characterize both Roma and non-Roma students. Bulgarian and Turkish children are keenly interested in Roma folklore classes and are active participants in them.
2. In most of the schools covered, Folklore of Bulgaria – Roma Folk Classes become a bridge between the school and parents. For the first time, Roma parents are actively engaged in school-related activities.

	<p>3. Everywhere, the educational process of EPA “Ethnic Folklore in Bulgaria – Roma Folklore” is complemented by “outside the classroom” activities. These are mainly concerts and celebrations – on the occasion of Vasilitsa (Bango Vasili) – Roma New Year, April 8 – International Roma Day, Easter, St. George’s Day, May 24 and the end of the school year. These extracurricular activities become central events in the cultural life not only of the respective school but also of the village or town.</p> <p>4. In many places, the successful conduct of “Ethnic Folklore in Bulgaria – Roma Folklore” classes leads to increased activity and conscious responsible attitude towards the whole learning process by the students involved. This is the result that is achieved most slowly and difficultly. But it is inevitable for the longer successful work of teaching Roma folklore. By actively participating in the classes, being willing to participate in them and in extracurricular activities, the students gradually change their overall attitude to the school and the teaching process.</p> <p>Follow up:</p>
Expert recommended to support the implementation process:	Teodora Krumova, Project Coordinator Atanas Atanasov, thematic expert, cor.amalipe.vt@abv.bg
Sources of inspiration/ information	https://amalipe.bg/en/ethnic-folklore-roma-folklore/ https://www.slideshare.net/EESCsocsection/roma-culture-classes-eng http://www.romaeducation.com/en/homepage/126-amalipe-center-en/amalipe-news-en?start=48

Active parents for successful students

<p>The parents club is an essential element from the Educational project for preventing Roma children from drop-out of school “Every student can be a winner”. The aim of the parents club is to involve the parents actively in the school life and to give them the right idea of the meaning of the school as an institution and its main function - to turn their children into educated and qualified young people.</p>	
<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - working method/ tool - activity 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - disabled people - people from isolated areas - women (Roma women) - Other <p>_____ Children _____</p>

<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 15 – 30 years old - 30-60 years old 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - 20- 100 people
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1 year 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Education - Antidiscrimination - Culture - Civic involvement
<p>For which stakeholder it the tool recommended:</p> <ul style="list-style-type: none"> - NGO - Public institution - Local community 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - Better communication - Secure participation
<p>Detailed description of the tool:</p>	<p>Objectives: Working with parents - Increasing the capacity of the parent clubs, trainings for chairmen of the parent clubs, "Parents teach parents" - training in areas held by the heads of the parent clubs, involve parents in the activities of small grants. Each year the parent club makes a plan of activities to be implemented during the school year. In the framework of the project over the years until now ., joint meetings of parents from different ethnic groups and student parliaments from the schools are organized.</p> <p>WHAT IS A PARENT CLUB?</p> <ul style="list-style-type: none"> - It is a group of active parents who voluntarily want to engage in activities for a better future for their children. It can include, but is not limited to, members of the School Board - it should be made up of a wider range of parents. - A group of parents who are convinced that they want to help the school, and will help free of charge with the aim of a better future for their children. - A group of parents who get together periodically - at least once a month, maybe more often, and hold gatherings to discuss topics of importance to them and their children related to education. - A group of parents who believe they can achieve great and positive success for themselves and their children through good communication with each other, teachers, parents and other institutions. A group of organized parents who can influenceschool activities allowing parental involvement (organizing field trips, events, improving facilities, etc.). - A group of organised parents who can then turn the informal structure of the parents' club into a school board. - The parent club influences children in a way that no one else can.

A parents' authority is greater than that of a teacher to a child.

What are the GOALS of the ACTIVE PARENT CLUB?

In order to make sure that our children grow up to be successful individuals and realize their dreams for a successful future, it is necessary that we, parents, working together, set the following goals:

- Involve more parents and engage them in the school Involving parents in school life.
- Involve parents in addressing issues related to dropout prevention and working with students at risk of dropping out.
- Increasing the capacity and self-organisation of the parent community.
- Involve the parent community as an active participant in school life.
- Developing children's positive attitudes towards learning and regular school attendance.
- Encouraging children to continue their education beyond grade 7 or 8 and

Actions/Activities:

Every successful PTA, at the beginning of the school year, creates a PTA work plan. In order to accomplish its goals, it must also set tasks/activities to implement during the school year. Some of these are:

- To ensure the active participation of parents in activities organized by the open doors, open lessons, holidays, celebrations, trips, sports events, etc.
- To contribute to raising the image of the school through activities to aestheticize the learning environment, enrich the facilities, promote the school's policy of tolerance.
- To work in cooperation with teachers, specialists, institutions on the prevention of dropping out of school.
- To organize events in the communities aimed at promoting the school as an institution.
- To implement discussions/meetings on the following topics:
 - Which children are at risk of dropping out:
 - a) discuss the causes;
 - b) profiles of each of the children at risk are identified with their class teachers;
 - c) an action plan is identified to keep the child in school;
 - d) responsibilities are distributed - each parent takes some responsibility for implementing a specific point in the plan to keep the child in school;
 - e) emphasis is placed on working with the child's family as well as other community representatives who might help to solve a problem.
 - Are there problems in the school - discuss problems and how parents could help overcome them.
 - What are the current needs of the school (students, teachers, parents) and how and where they can be addressed.

- What ongoing opportunities are there in that month that the school can take advantage of and how - funding opportunities; involvement in initiatives.
- Conduct a survey of parents' impressions and satisfaction with facilities, learning, relationships and school life - analyse survey results and include priority issues that parents have indicated in the survey, in the activity plan of the parents' club (see below).
- To organise community events.
- To organise community discussions/parent talks on a variety of topics, such as:
 - Early marriages and how to overcome them;
 - Roma community and Roma groups;
 - the school as an institution;
 - why it is necessary to be well educated;
 - why it is necessary to be actively involved in the life of the school you attend your child, etc.

Process description (please add a timeline):

September - October 1. Formation of the parents club. Creation of a work plan. Election of the club leader.

November 2. The education of our children. Key institutions, rights and responsibilities in education. Changes in the new Pre-school and School Education Act.

December 3. What is a community inquiry, how can it help us and how can we make, analyse and implement it in the practice of the parent club?

January 4. United in our holidays - Basil, Christmas, Bairam - what and how we celebrate. What is common? How to make a celebration in school and in our locality?

February 5. Discuss the results of the community survey. February 5.

Discuss the results of the community survey. Why is it important for our children to have secondary and tertiary education? activities and priorities for the rest of the year. March 6.

April 7. 8 April: what is 8 April and how can we celebrate it. What is Holocaust and what are the lessons of history. Discussion about the Holocaust and organizing for April 8.

May 8. Campaign for continuing education in secondary schools.

June 9. Conduct a community survey at the end of the year.

Roles and responsibilities of the stakeholders involved in the implementation:

It doesn't take many people to form a parent club. You need a few active parents (sometimes even just 4-5) to lay the foundation. Then gradually each of the parents involved can think about which of their friends and acquaintances to involve.

	<p>Target group: A group of parents who believe they can achieve great and positive success for themselves and their children through good communication with each other, teachers, parents and other institutions.</p> <p>Resources needed: Meetings are organised at school (with the help of a teacher) at least once a month. They can take the form of discussion or meetings and events. At each meeting minutes are kept of the topics discussed, decisions made and commitments made. Each subsequent meeting shall first review the implementation of the decisions taken at the last meeting.</p> <p>Challenges faced: Concern from parents about participating in such groups, concern from women about participating in such clubs because most of the men are jealous of their wives! Most parents are working, so the hours for gathering as well as the timings have to be accommodated.</p> <p>Results obtained: In order to make sure that our children grow up as successful individuals and realize their dreams for a successful future, we, parents, working together, need to set the following goals:</p> <ul style="list-style-type: none"> - Involve more parents and engage them in the school Involving parents in school life. - Involve parents in addressing issues related to dropout prevention and working with students at risk of dropping out. - Increasing the capacity and self-organisation of the parent community. - Involve the parent community as an active participant in school life. - Developing children's positive attitudes towards learning and regular school attendance. - Encouraging children to continue their education beyond grade 7 or 8 and <p>Follow up:</p>
Expert recommended to support the implementation process:	Teodora Krumova, Project Coordinator Atanas Atanasov, thematic expert, cor.amalipe.vt@abv.bg
Sources of inspiration/ information	https://amalipe.bg/en/ethnic-folklore-roma-folklore/ https://www.slideshare.net/EESCsocsection/roma-culture-classes-eng

STUDENTS MENTORS

Student mentors are young people who have demonstrated good academic performance and a desire to be socially engaged by helping their peers. Implementing a peer-to-peer approach would help to find 'common ground' more easily with students who are at risk of dropping out. Engaging with students who have difficulties with electronic devices and online learning platforms is particularly important at this time.

<p>What tool you are presenting:</p> <ul style="list-style-type: none"> - working method/ tool - activity 	<p>Which category of disadvantage groups beside Roma people were targeted by your tool/ activity:</p> <ul style="list-style-type: none"> - disabled people - people from isolated areas - young people from foster care - women (Roma women) - Other: children
<p>Which was the age category of your beneficiary (can be multiple answer too):</p> <ul style="list-style-type: none"> - 15 – 30 years old 	<p>Which was the size of the group targeted:</p> <ul style="list-style-type: none"> - 20- 100 people - More than 100
<p>Duration needed to implement your tool/ activity:</p> <ul style="list-style-type: none"> - 1 year - Other, please specify: _____ 	<p>What field was this tool/ activity covering:</p> <ul style="list-style-type: none"> - Education - Antidiscrimination - Culture - Civic involvement -
<p>For which stakeholder it the tool recommended:</p> <ul style="list-style-type: none"> - NGO - Public institution - Local community - Mass media 	<p>For what can this tool/activity be used?</p> <ul style="list-style-type: none"> - Better communication - Secure participation - Policy making
<p>Detailed description of the tool:</p>	<p>Objectives: Student mentors are young people who have demonstrated good academic performance and a desire to be socially engaged by helping their peers. Implementing a peer-to-peer approach would help to find 'common ground' more easily with students who are at risk of dropping out. Engaging with students who have difficulties with electronic devices and online learning platforms is particularly important at this time.</p> <p>Actions/Activities:</p> <ol style="list-style-type: none"> 1. Attracting active young people and involving them in school life; 2. Engaging active youth in addressing issues related to the dropout rates of their peers; 3. Retaining the link with primary school for students who have completed primary education and continued their studies at secondary level 4. Motivating students who have problems with poor grades, unexcused absences, aggressive behavior, etc. to achieve higher results

5. Engaging with students who have difficulty with electronic devices and online learning platforms.

Process description (please add a timeline):

1. The principal shall prepare a list of students who:
 - a. are at risk of dropping out and/or have low motivation for education
 - b. do not have available devices and would receive devices from the school in the event of a possible CESS;
 - c. have experienced technical problems and difficulties accessing electronic platforms during distance learning in the second term of 2019/2020;
 - d. due to low motivation or an unsupportive family environment, did not engage effectively in distance learning, despite having the technical conditions (albeit minimal) to do so;

Each student who is at risk of dropping out/needs help with electronic devices and online learning platforms is "attached" to a peer whom they trust and who is comfortable in an electronic environment. With the help of the class teacher and/or guidance counsellor/head teacher, a plan is drawn up to work with the student at risk.

The student mentor implements the following activities:

Roles and responsibilities of the stakeholders involved in the implementation:

- Holds periodic meetings (live or online) with the at-risk student
- Implement the joint work plan with the at-risk student
- Helps to increase his/her motivation and adjustment in school
- If desired, participates in the development of e-lessons to help his/her classmates
- Prepares a monthly summary of his/her work and results

Target group: students

Resources needed: - Participation in a leadership capacity development program (through monthly online meetings and on-site meetings as conditions allow"

- Participation in the Leadership Academy on Tolerance
- Meetings with successful role models from business, media, civil society
- Opportunity for volunteer activities

Challenges faced: In the beginning all the student mentors were very interested in participating, but eventually this interest waned. Online webinars were held with the student mentors and perhaps this was the reason why not all students participated in the meetings!

Results obtained:

1. Attracting active young people and involving them in school life;

	<ol style="list-style-type: none"> 2. Engaging active youth in addressing issues related to the dropout rates of their peers; 3. Retaining the link with primary school for students who have completed primary education and continued their studies at secondary level 4. Motivating students who have problems with poor grades, unexcused absences, aggressive behavior, etc. to achieve higher results 5. Engaging with students who have difficulty with electronic devices and online learning platforms <p>Follow up:</p>
Expert recommended to support the implementation process:	<p>Teodora Krumova, Project Coordinator Atanas Atanasov, thematic expert, cor.amalipe.vt@abv.bg</p>
Sources of inspiration/information	<p>https://amalipe.bg/en/ethnic-folklore-roma-folklore/ http://u4avplovdiv.com/%D1%83%D1%87%D0%B5%D0%BD%D0%B8%D1%86%D0%B8-%D0%BD%D0%B0%D1%81%D1%82%D0%B0%D0%B2%D0%BD%D0%B8%D1%86%D0%B8-%D0%B2%D0%BE%D0%B4%D1%8F%D1%82-%D1%80%D0%BE%D0%BC%D1%87%D0%B5%D1%82%D0%B0-%D1%81%D1%83%D1%82</p>