



# **Training on Participative Policy Development for Roma Inclusion Guidebook**

## **Table of Contents**

Welcome  
About DREAM ROAD project  
Project Partners  
Training Agenda  
Training design  
Training scenario

## **Sessions**

Session 1: Introduction to general EU and national framework on inclusive policies  
Session 2: Introduction to Participative Policy Development  
Session 3: Exchange of experiences of participating institutions on participative policy development, discussion  
Session 4: Discussion on critical issues concerning the Roma community in the territories of participating institutions  
Session 5: Developing innovative ideas to address the identified critical issues  
Session 6: Presentation of approaches, methods and tools that ensure dialogue and participation of Roma communities

## **Annex:**

Worksheet1\_Session2  
Worksheet2\_Session3  
Worksheet3\_Session4  
Worksheet4\_Session5

## Welcome

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### **Welcome to Training on Participative Policy Development for Roma Inclusion Guidebook**

**Who is the Guide for?** This Guide is written for trainers, associates of **DREAM ROAD Project** partners, who will deliver Competence Development Training for representatives of local government and relevant stakeholders.

**What is the purpose of the Guide?** With the help of this Guide, you will support participants in addressing selected critical issues concerning the Roma community and encourage them to develop an innovative idea to address the matter in question. Besides that, you will equip public authorities with approaches, methods and tools that ensure dialogue and participation of Roma communities. The training should result in increased capacities of local communities to implement social inclusion activities, and in overall, provide support, skills and know-how to relevant actors on approaching Roma communities, establishing dialogue and contribute to their empowerment.

**Who are your participants?** The training participants will be representatives of local government and relevant stakeholders - public institutions with mandates in the field of employment, education, health, social protection, child protection, housing (if existing), representatives of Roma community who are members or employees in the local or regional government and bodies but also and local/regional NGOs; SME-s etc. Please do ensure that representatives of Roma community take active participation-Roma CSO-s, Roma professionals and that they are represented in their diversity.

**What size of a group should you bring together?** Ideally, the size of groups should be kept around 15. The maximum recommended size is 25, and minimum 10.

### **Who should be part of your team?**

In order to take participants through a meaningful process, it is important to first assemble a team of supportive associates.

- Trainers can plan to work in a team of two, sharing roles as depending on session (Lead trainer and co-trainer), although the training can be delivered by one person if the resources.

- Secure the support of a DREAM ROAD Project partner in your country, in order to ensure all necessary logistic support and inputs in terms of data and information needed for your preparation and training delivery.

## About DREAM ROAD Project

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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. Shameful persecution at national levels, underpinned with vows to root out and expel Roma, has shifted the conversation from the need to improve a situation the minority has been condemned to, to questioning their right to inhabit areas they have made their home.

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 of the projects. Transferrable pilot implementations root in the development of computer-supported collaborative learning labs as catalysts of knowledge, hands-on learning and digital access, where members of overlooked and often failed communities can obtain skills and know-how to function as informed users and equal members of society. Meaningful cooperation of Roma communities, public authorities and local communities is key in achieving success in implementation of such community ecosystems.

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.

**Project duration:** 01/07/2020-31/12/2022

## DREAM ROAD Project Partners

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While it is not mandatory to list all the project partners, it is good for trainers to know who they are. You can present the number of the partners (29 in total) and list the countries from which partners are.

However, it is important to present the project partners from your country, briefly describe their role in the project and thus additionally build their credibility in front of the group of participants.

This part of the presentation can be delivered by project partner representative, or by the trainer, depending on your agreement.

|    | <b>Name of the partner</b>  | <b>Type</b>        | <b>Country</b> |
|----|---|--------------------|----------------|
| 1  | Research and Educational Centre Mansion Rakican   | Lead partner       | Slovenia       |
| 2  | Institute of Social Innovations   | ERDF partner       | Czech Republic |
| 3  | Zala County Regional Development Agency<br>Nonprofit Limited Liability Company                            | ERDF partner       | Hungary        |
| 4  | Nevo Parudimos Association  | ERDF partner       | Romania        |
| 5  | Amalipe Center for Interethnic Dialogue and<br>Tolerance  | ERDF partner       | Bulgaria       |
| 6  | Roma Adult Education Organisation Burgenland  | ERDF partner       | Austria        |
| 7  | Institute for Cultural Relations Policy   | ERDF partner       | Hungary        |
| 8  | Centre of Social and Psychological Sciences Slovak<br>Academy of Sciences                                 | ERDF partner       | Slovakia       |
| 9  | Harghita County Council   | ERDF partner       | Romania        |
| 10 | Municipality of Murska Sobota   | ERDF partner       | Slovenia       |
| 11 | Covasna County Employment Agency  | ERDF partner       | Romania        |
| 12 | Roma Inclusion Office   | IPA partner        | Serbia         |
| 13 | Know How Centre   | IPA partner        | Serbia         |
| 14 | Representation in the Republic of Moldova of the<br>Foundation Terre des hommes Lausanne –<br>Switzerland | ENI-MD partner     | Moldova        |
| 15 | NGO Youth Space   | ENI-UA partner     | Ukraine        |
| 16 | Ministry of Labour, Family, Social Affairs and Equal<br>Opportunities                                     | Associated partner | Slovenia       |
| 17 | Roma academic club  | Associated partner | Slovenia       |
| 18 | Zala County Roma Nationality Government   | Associated partner | Hungary        |

|    |   |                    |                |
|----|---|--------------------|----------------|
| 19 | Berliste town   | Associated partner | Romania        |
| 20 | Caras Severin Scholastic Inspectorate                                     | Associated partner | Romania        |
| 21 | Kreativ Research association – center for media study and social research | Associated partner | Romania        |
| 22 | Oravita town  | Associated partner | Romania        |
| 23 | Eftimie Murgu University from Resita                                      | Associated partner | Romania        |
| 24 | Professional High School of Agriculture St. George the Victorious         | Associated partner | Bulgaria       |
| 25 | Centre for community organising eastern Moravia                           | Associated partner | Czech Republic |
| 26 | Foundation Novi Sad 2021 - European Capital of Culture                    | Associated partner | Serbia         |
| 27 | Zala County Self-Government   | Associated partner | Hungary        |
| 28 | City of Košice  | Associated partner | Slovakia       |
| 29 | Ecce Homo Sternberk   | Associated partner | Czech Republic |

## Training agenda

*As the selected thematic issues vary from region to region, individual PPs are invited to make modifications based on their respective needs.*

|              |  |
|--------------|--|
| <b>Day 1</b> |  |
|--------------|--|

|              |   |
|--------------|---|
| 10.00-10.30  | <b>Welcome and Introduction:</b> <ul style="list-style-type: none"> <li>• <b>Opening of the training</b></li> <li>• <b>Introduction of trainers and participants</b></li> <li>• <b>Presentation of training objectives and content</b></li> </ul> |
| 10.30-10.40  | <b>General information on DREAM ROAD project, its objectives, activities, outputs</b>   |
| 10.40-11.45  | <b>Session 1: Introduction to general EU and national framework on inclusive policies</b>   |
| 11.45-12.00  | <b>Break</b>  |
| 12.00-13.00  | <b>Session 2: Introduction to Participative Policy Development</b>  |
| 13.00-13.45  | <b>Session 3: Exchange of experiences of participating institutions on participative policy development, discussion</b>   |
| 13.45-14.00  | <b>Summary and closure of day 1</b>   |
| <b>Day 2</b> |   |
| 10.00-10.15  | <b>Welcome and opening the day 2</b><br><b>Announcement of sessions for day 2</b>   |
| 10.15-11.45  | <b>Session 4: Discussion on critical issues concerning the Roma community in the territories of participating institutions</b>  |
| 11.45-12.00  | <b>Break</b>  |
| 12.00-13.00  | <b>Session 5: Developing innovative ideas to address the identified critical issues</b>   |
| 13.00-13.45  | <b>Session 6: Presentation of approaches, methods and tools that ensure dialogue and participation of Roma communities</b>  |
| 13.45-14.00  | <b>Training summary</b><br><b>Training evaluation</b><br><b>Training closure</b>  |



## Training design

***The training design is a tool used by trainers in order to know where we are in any moment of the training. This design is prepared for face-to face training. However, you can adapt it for online use, and more about it will be provided in Training scenario chapter***

### The Overall Training Objective:

Providing support, skills and know-how to relevant actors on approaching Roma communities, establishing dialogue and contribute to their empowerment.

### The Specific Training Objectives:

1. Addressing selected critical issues concerning the Roma community and encouraged to develop an innovative idea to address the matter in question.
2. Equipping public authorities with approaches, methods and tools that ensure dialogue and participation of Roma communities.

### Expected training result:

Increased capacities of local communities to implement social inclusion activities

### DAY 1

| Time                 | Title of session                                | Key learning points  | Methods                                    | Material and AV equipment          | Lead trainer |
|----------------------|---|--|--|------------------------------------|--------------|
| 09.30-10.00<br>(30') | Registration of participants and welcome coffee | Participants arrive, register into the list of participants form and take their seats  | /  | List of participants<br>Coffee tea |              |
| 10.00-10.30<br>(30') | Welcome and introduction                        | <ul style="list-style-type: none"> <li>• Opening of the training</li> <li>• Introduction of trainers and participants</li> </ul> | Individual presentations, group discussion | Training agenda                    |              |

|                      |   |   |  |   |  |
|----------------------|---|---|--|---|--|
|                      |   | <ul style="list-style-type: none"> <li>Participants present their expectations from the training</li> </ul>   |  |   |  |
|                      |   | Presentation of training objectives and content   |  | Training agenda   |  |
| 10.30-10.40<br>(10') |   | Participants introduced to DREAM ROAD project, its objectives, activities, outputs  | Presentation   | Power point presentation 1<br>Handout 1: About DREAM ROAD   |  |
| 10.40-11.45<br>(65') | <p>Session 1</p> <p>Introduction to general EU and national framework on inclusive policies</p> | <p>Participants will</p> <ul style="list-style-type: none"> <li>Increase their knowledge in regard to the General EU framework</li> <li>Remind on the national framework (laws and strategies)</li> <li>Discuss on gaps between EU and national policies and what can be applicable at local level</li> </ul> | <p>Trainers' presentation</p> <p>Group discussion</p>  | <p>Power point presentation 2</p> <p>Handout 2: General EU framework</p> <p>Handout 3: National Framework (trainers to prepare short factsheet as the example provided in this package)</p> |  |
| 11.45-12.00<br>(15') | Break   |   |  |   |  |
| 12.00-13.00<br>(60') | <p>Session 2</p> <p>Introduction to Participative Policy development</p>                        | <p>Participants will:</p> <ul style="list-style-type: none"> <li>Be introduced/increase their knowledge on participative policy development</li> <li>Share their knowledge and experience in regard to participation in general</li> </ul>  | <p>Brainstorming 5'</p> <p>Work in pairs 10'</p> <p>Plenary discussion 30'</p> <p>Trainers' presentation 15'</p> | <p>Power point presentation 3</p> <p>Handout 4: Participative Policy Development Worksheet 1</p> <p>Flipchart, markers</p>  |  |

|                      |  |   |  |   |  |
|----------------------|--|---|--|---|--|
|                      |  | The trainer writes down the key words on flipchart during plenary discussion  |  |   |  |
| 13.00-13.45<br>(45') | Session 3<br><br>Exchange of experiences of participating institutions on participative policy development, discussion | In pairs or small groups, participants will prepare answers to questions from the worksheet<br><br>Each pair/small group works on 1 modality of participation<br><br>Then will present in plenary | Work in 6 pairs/groups<br><br>Presentations and group discussion | Worksheet 2<br><br>Flipchart sheets<br>Markers, sticky tape |  |
| 13.45-14.00<br>(15') | Summary and closure of day 1   | Participants share one word as an impression from the first day<br><br>Trainers close the first day by summarising key learning points  | Group discussion<br><br>Trainers' input/summary                  | Flipchart   |  |

**DAY 2**

| Time                 | Title of session  | Key learning points   | Methods   | Material and AV equipment   | Lead trainer |
|----------------------|---|---|---|---|--------------|
| 10.00-10.15<br>(15') | Welcome and opening the day 2   | Trainers welcome participants<br>Trainers remind on the agenda for day 2  | Trainers' input   | Agenda  |              |
| 10.15-11.45<br>(90') | Session 4<br><br>Discussion on critical issues concerning the Roma community in the territories of participating institutions | Participants work in small groups, answering questions from Working sheet 3<br><br>Presentation of the results of small groups work<br><br>Plenary discussion and achieving consensus what are <b>the most critical issues/problems Roma face in their municipality. Choose 4-5 top ranked, and prepare them for the next group work in session 5</b> | Small groups work 45'<br><br>Presentations-in gallery 15'<br><br>Facilitated discussion 30' | Worksheet 3<br><br>Flip chart stand<br><br>Flipchart paper<br><br>Markers<br><br>Sticky tape              |              |
| 11.45-12.00          | Break   |   |   |   |              |
| 12.00-13.00<br>(60') | Session 5<br><br>Developing innovative ideas to address the identified critical issues  | The trainer will present in brief the models of participation and participative policy development<br><br>The participants will, in the same small groups from the session 4, work on the possible responds to the most critical issues, by answering the questions in Worksheet 4  | Trainers' presentation (Handouts 4 and 5) 15'<br><br>Work in small groups 45'               | Power point presentation<br><br>Worksheet 4<br><br>Flip chart stand<br><br>Flipchart paper<br><br>Markers |              |

|                      |   |  |  |   |  |
|----------------------|---|--|--|---|--|
|                      |   |  |  | Sticky tape   |  |
| 13.00-13.45<br>(45') | Session 6<br><br>Presentation of approaches, methods and tools that ensure dialogue and participation of Roma communities | Participants will present their ideas and proposals for enhancing dialogue and participation of Roma communities<br><br>Plenary discussion-consensus on most feasible and meaningful solutions   | Presentations from the small groups work – 20'<br><br>Facilitated plenary discussion-25' | Flip chart stand<br>Flipchart paper<br>Markers<br>Sticky tape |  |
| 13.45-14.00<br>(15') | End of training   | Trainer will summarise the key learning points of the training<br><br>Participants will fill the evaluation form<br><br>For the training closure, the trainer will choose appropriate farewell activity – message to the group or one thing that they will take away from the training | Trainers' input<br><br>Individual participants' work<br><br>Closing exercise             | Evaluation forms  |  |

## Training scenario

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**The trainers are free to make modifications to the scenario and the content of exercises, depending on their local context, structure of the group and their own training style.**

### DAY 1

#### Before the training:

The trainers and training organizer should be at the location at least 30' before the arrival of participants. You should take care that the room has enough natural light and air, that the seats are comfortable enough and that each participant can see the presentation panel from his/her seat. Also, be aware on the structure of the group: will there be present participants that have mobility difficulties (in that case you should ensure that the location is accessible both from outside and inside), or participants with other sort of need for adaptation of facilities and training approach.

#### Arrival of participants and their registration

Time: 09.30-10.00 (30')

Needed material: List of participants, nametags

##### Steps:

- Registration of participants and welcome coffee/tea
- Participants arrive, register into the list of participants form and take their seats

#### Welcome and introduction

Time: 10.00-10.30 (30')

Needed material: agendas, flipchart paper, markers, power point presentation, presentation equipment

##### Steps:

- Opening of the training: After the participants are registered and took their seats, the representative of DREAM ROAD partner organization, or trainer him/herself or other agreed person, will welcome the participants
- Then the trainers will introduce themselves (if one trainer then her/himself) in order to build credibility in front of the group, by providing short information about their/his/her professional background.
- Participants will present themselves by providing information about their names, names of institutions/organizations they represent and positions they take within their institutions/organizations. Along with these basic info, they will be asked to present their expectation from the training.

- The trainer will remind participants to take the agendas and present the training objectives by using power point presentation, present the agenda and content of the training. The trainer or organizer will also give them logistical information (when the breaks are, where the toilets are, where the break room is and other relevant information)
- If you find relevant, you can make the group work agreement- jointly list the rules you will respect during the training; in that case the trainer writes down these rules and places the flipchart paper with rules on visible spot in the room.

### **About DREAM ROAD Project**

Time: 10.30-10.40 (10')

Needed material: Handout 1: About DREAM ROAD, power point presentation, presentation equipment (not mandatory, however to have power point, you can provide introduction just orally, without presentation)

#### Steps:

- The trainer or organizer/representative of the DREAM ROAD partner organization gives short presentation about the DREAM ROAD project: its background, objectives, activities, outputs.
- Answer to possible questions about the project if they come from the group.

### **Session 1: Introduction to general EU and national framework on inclusive policies**

Time: 10.40-11.45 (65')

**Needed material:** Handout 2: General EU framework, Handout 3: National Framework *(trainers to prepare short factsheet as the example provided in this package)*, power point presentation and presentation equipment

In this session the participants will be introduced or increase their knowledge on General EU framework.

#### Steps:

- Trainer firstly will start with the question to the group: "Of which EU regulations are you aware when it comes to the Roma inclusion?"
- After the group answers the trainer will summarise and the give the presentation on main EU policies in regard to Roma inclusion (Handout 2)
- The same question will be asked for the national framework, but also ask them about local regulations and summarise their answer.
- Then the trainer gives the presentation about main national laws and strategies relevant to the position of Roma (handout 3)

At the end of session, without going into too deep discussion (more time for that will be invested during next sessions), ask the participants what they think if there are any gaps between the directions provided by EU regulations and existing national and local framework. Summarise the discussion.

**Break 11.45-12.00 (15')**

## **Session 2: Introduction to Participative Policy Development**

Time: 12.00-13.00 (60')

Needed material: power point presentation based on Handout 4: Participative Policy Development, presentation equipment, Worksheet 1, Handout 4, Flipchart, markers

In this session, participants will be introduced/increase their knowledge on participative policy development, and share their knowledge and experience in regard to participation in general

### Steps:

- First, the trainer will ask participants to brainstorm on the word “participation”. Don’t ask them to define, just to give their associations to the word.
- The trainer writes down the words on flipchart
- After that, the trainer gives them instruction about the exercise by using Worksheet 1. Tell them that they will work in pairs, as they sit. Give additional explanation, that the exercise is just a share of experience, thoughts and attitudes. They don’t have to write down anything but just discuss with their pair
- Then the trainer divides the participants into pairs.

**The instruction should be visible on the power point slide as well:**

### **Worksheet 1/Exercise:**

**In a pairs of two, share your experience and answer the following questions:**

1. As individual or institution, have you been involved in improving the position of Roma so far? If yes, how?
2. Were you involved in making decisions of importance for the position of Roma, or development of any policy in general, at the local level? If yes, which policies?
3. Why was this participation important to you?
4. How did participation contribute to building and strengthening the community?

**Time for work: 10'**

**Share your experience and thoughts in plenary.**



- After that, you will have 30' to open plenary discussion in which the participants will share with the whole group what they shared in the pairs
- The trainer should write down the key words relating the importance of participation and how participation contributes to building and strengthening the community, with focus on Roma participation and their belonging to the local community in their municipality
- Then the trainer gives the presentation based on Handout 4: Participative Policy development during plenary discussion, which should refer to the Exercise and summarize and build up on the conclusions from the discussion

### **Session 3 Exchange of experiences of participating institutions on participative policy development,**

**Time:** 13.00-13.45 (45')

**Needed material:** Worksheet 2, Flipchart, markers, sticky tape

In this session, the participants will have the opportunity to analyse different modalities of participation. They are gradually listed from 1 to 6.

#### Steps:

- First, the trainer will explain the content of the exercise. It is important to follow these steps because if the trainer firstly divides people into the groups and then gives the instruction, there is a risk that participants won't listen carefully. The consequence of that can be that you waste the time on additional explanations to each group separately. Therefore, first give the instruction and then split them into groups and give worksheets.
- The instruction should be visible on the power point slide
- Depending on the size of the group, the trainer divides the group into 6 pairs/threesomes/small groups.
- Each pair/threesome/small group will be given one Worksheet 2 with one of the participation modality in order to analyze it.
- Each pair/threesome/small group will answer the same questions related to the modality they were given on the worksheet

#### **Worksheet 2, Exercise:**

1. How do you understand this model of participation?

2. Think of and list the examples (if exist) of this model of Roma participation in your municipality.
3. What are/could be the “+” and “-” of this model when it comes to Roma participation in your municipality?

Time for work: 20’

Prepare to give 3’ presentation in plenary

For the trainers, short reminder on how to distribute working sheets:

| Participation modality             | The task for analysis by:    |
|------------------------------------|------------------------------|
| Working sheet: Information sharing | pair/threesome/small group 1 |
| Working sheet: Consultation        | pair/threesome/small group 2 |
| Working sheet: Deliberation/advice | pair/threesome/small group 3 |
| Working sheet: Partnership         | pair/threesome/small group 4 |
| Working sheet: Co-decision         | pair/threesome/small group 5 |
| Working sheet: Delegation          | pair/threesome/small group 6 |

- The trainer/s are available to support the group work
- After the exercise, the group comes back to plenary and present their products. They can present by reading answers from the flipchart sheet, or just orally present what they discussed within their group-it is up to the trainer to adjust the approach to the participants.
- Trainer writes down the key points on each participation modality. For further reading on participation, the trainers are recommended to read report “The Quality of Participation in a post-2020 EU-Initiative for Roma Equality and Inclusion” - Expert reports building on forward-looking aspects of the evaluation of the EU Framework for National Roma Integration Strategies, 2020, V. Zentai, G. Munteanu and S. Torotcoi available at [https://ec.europa.eu/info/sites/default/files/post2020\\_eu\\_roma\\_in\\_participation.pdf](https://ec.europa.eu/info/sites/default/files/post2020_eu_roma_in_participation.pdf)
- At the end, the trainer asks the group which modality dominates and which is needed to be introduced when it comes to the participation of Roma in their municipality, and writes down their answer on the flipchart paper

### Summary and closure of day 1

Time: 13.45-14.00 (15’)

- The trainer asks the participants to share one word as an impression from the first day
- The trainer closes the first day by summarising key learning points

## **DAY 2**

### **Welcome and opening the day 2**

Time: 10.00-10.15 (15')

Needed material: agenda, list of participants (if the participants are required to register each day separately)

#### Steps:

- Trainers welcome participants
- Trainers remind on the agenda for day 2

### **Session 4 Discussion on critical issues concerning the Roma community in the territories of participating institutions**

Time: 10.15-11.45 (90')

Needed material: Worksheet 3, Flipchart, markers

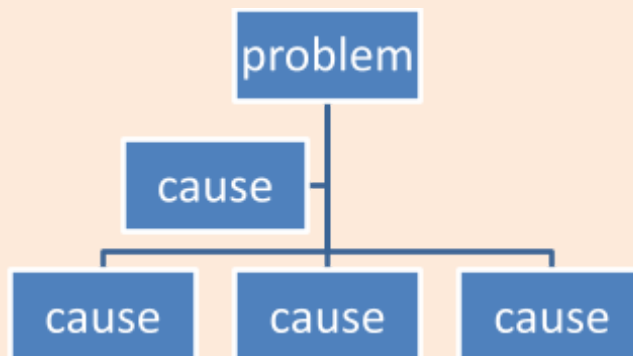
#### **Steps:**

- First, the trainer will explain the content of the exercise. It is important to follow these steps because if the trainer firstly divides people into the groups and then gives the instruction, there is a risk that participants won't listen carefully. The consequence of that can be that you waste the time on additional explanations to each group separately. Therefore, first give the instruction and then split them into groups and give worksheets. Also, please emphasize that the proper analysis of the problem causes would probably need much more time than available for the exercise and appeal on the participants to point out the key causes, in one word or short phrase. It is understandable that each point can motivate the group for deeper discussion, and it is good, but just tell the participants that they can use these results for further analysis and material for future steps, upon the training.
- The instruction should be visible on the power point slide
- Depending on the size of the group, the trainer will divide the participants into the small groups of 4-6 participants. Each group will have the same task, therefore, the groups can be made based on the sector they are mostly familiar, but it is up to the trainer to decide whether such sectorial division will be meaningful. The point is that the whole group reach the consensus on most critical issues, regardless the sector/area of life.
- Then the groups work by following the questions in their Worksheet 3:

### Worksheet 3/Exercise

In small groups, please answer the following questions:

1. List the **problems/issue that Roma community face in your municipality you can remember or you are aware of**; be precise and concrete (depending on data that you are aware of, for example - xy Roma families live isolated in informal substandard settlement)
2. Discuss and rank them based on arguments; what are **the most critical issues/the key problems** the Roma face in your municipality
3. Give the analysis of first 3 on the rank list: what are the causes of these problems in your municipality, as seen by your group?
4. You can use separate flipchart sheet of paper for each problem, for example:



- The trainer/s are available to support the group work
- After 45', help the participants to stick the flipchart sheets on the wall and make the gallery with the products of all groups.
- Ask the participants to take 15' to walk around the gallery and discuss the products among themselves
- At the end, use 30' to facilitate plenary discussion in order to achieve the consensus on the most critical issues/problems that Roma face in their municipality
- Write them down on the flipchart stand
- Choose 4-5 top ranked, and prepare them for the next group work in session 5

**Break 11.45- 12.00 (15')**

## Session 5: Developing innovative ideas to address the identified critical issues

Time: 12.00-13.00 (60')

**Needed material:** power point presentation based on Handout 5: Toolbox, presentation equipment, Worksheet 1, Flipchart stand, flipchart sheets, markers, sticky tape

### Steps

- The trainer will present in brief the models of participation (i.e. remind on the content from the exercise in Session 3, and participative policy development approaches (Handout 5-Toolbox)
- Then, the trainer will explain the content of the exercise and ask the participants to split into the same groups as they were in session 4
- The instruction should be visible on the power point slide, too:

### *Worksheet 4/Exercise*

In the previous session you reached consensus on most critical issues that need to be addressed in your municipality when it comes to the position of Roma.

Please use the results from the previous group work (the issue and it's causes) and for the issue agreed to be delegated to your group, try to provide brief answers to following questions:

1. What are the possible activities in order to address identified critical issue?
2. Which policies should be developed at the local level in order to properly address these issues?
3. Which mechanisms should be established?
4. How Roma participation will be ensured in these processes?

Time for work: 45'

Prepare for the next session, to give 5' presentation

- The participants work for 45' in their groups by using flipchart sheets to answer the questions
- The trainer/s are available to support the group work

## **Session 6: Presentation of approaches, methods and tools that ensure dialogue and participation of Roma communities**

Time: 13.00-13.45 (45')

Needed material: flipchart stand, sticky tape, worksheet 4

### Steps:

1. The trainer asks the groups to present their products-each group 5' presentation
2. After that, 25' in plenary, discuss and achieve consensus on most feasible and meaningful solutions for enhancing dialogue and participation of Roma communities
3. Write down the results of the consensus on the flipchart and ask the participants what they think what would be the first next steps in bringing of these ideas into the life. If possible, make an agreement for the next meeting, for example.

### **End of training**

Time: 13.45-14.00 (15')

Needed material: Evaluation forms

- Trainer will summarise the key learning points of the training
- Participants will fill the evaluation form
- For the training closure, the trainer will choose appropriate farewell activity – message to the group or one thing that they will take away from the training

**GOOD LUCK WITH YOUR TRAINING!**

