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PAL

TRAINING OF TRAINERS ROLES OF TEACHERS / TRAINERS



“Fighting discrimination and anti-Gypsyism in education and employment in EU” (PAL)

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Role of Teachers / Trainers (SRDA)

Session objective: This Manual has been designed to create relevant training education to build the necessary bridges for better communication and understanding for the Roma population-- related to the Roma employment issue-- in order to a) decrease the sense of disenfranchisement; b) increasing the sense of belonging, being a part of a group and a member of the society.

The programme seeks to provide an open and receptive environment, by reducing the sense of vulnerability and non-inclusiveness-- it tries to a) create open communication, as to how to better serve the Roma population for a fuller, more inclusive environment, increasing the kind of employment opportunities available; b) educate both parties on the rights and inclusion strategies to gain further acceptance for all. The scope is to ensure social inclusion and equality, by reducing and overcoming obstacles in order to achieve success.

The manual offers trainers the practical applications and work throughs that reinforce the concepts of acceptance, recognising and appreciating one's strengths and weaknesses, as well as cultural sensitivity in fostering better communication and trust.

The basic process of this training incorporates a) creating lists for every participant and examining how each is affected by the situations b) exploring challenges and opportunities for each activity and exercises c) appreciating differences of others and their cultures; d) sensitising on acceptance; e) educating others to the challenges.

The scope of this training is to get one step closer to the final objective of further developing an area where equality and the rights of persons, as enshrined in the Treaty, the Charter and International Human Rights conventions, are promoted and protected.

I. Building the necessary bridges for better communication and understanding

Key words: sensitise/ recognising and valuing differences/ country and culture/ adapt/ change/ educate

Starting Questions

1. How do we **sensitise** the need for **recognising and valuing the differences** in others?



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Definitions of terms

1. **Differences** in all aspects, including social and cultural ones, should not be a barrier to the full enjoyment of human rights. On the contrary they should be embraced as a force of change and advancement in societies at the local and global level.

Content of the chapter

The focus of the first chapter is to **sensitise** the need for **recognising and valuing the differences** in others. In order to achieve this, will try to identify how much we know as opposed to how much we take for granted, or never really thought about our behavior. To look at how we behave and to identify and sensitise the learners to some of the areas which they need to become more aware and sensitive to.

Lesson: The Checklist a) Distribute to the class Culture Check List. Have them fill it out and facilitate an overall review and discussion; b) Complete the following questionnaire-- think about another **country** or **culture**.

1. Nonverbal Communication (check: Yes / No / Don't know)

Should I expect differences in what is thought of as appropriate personal space? / Should I avoid any particular gestures? / Should I expect differences in the level of acceptable eye contact?

2. Communication (answer: Yes / No / Don't know)

Do I know when to use first names and surnames? Should I anticipate different attitudes a) about the acceptability of asking personal questions? b) towards acceptability of humour and emotions? c) about the expression of anger? d) towards displays of affection?

Discuss with the group how/what we see in ourselves is the same or different from what we think others see... Why do you think it occurs... (use the responses from the checklist to highlight your statements)? a) How do we **adapt** or **change**? b) Why is it necessary to **educate** others?

Questions for thinking:

1. How do we **adapt** or **change**?
2. Why is necessary to **educate**?



II. The interactive teaching tool

Key words: trust/ respected diversity/ strengths/ weaknesses/ acknowledge/ obstacles/ resolve in a positive way/ improving social relationships/ the same, or different

Starting Questions

1. How do we see ourselves and how are we seen? How do we develop **trust**?
2. How can we come together, where all **diversity** is **respected**?

Definitions of terms:

1. **Trust** is an integral part in the fight against discrimination as regards education and employment; without having trust that differences are not important in assessing one's value we cannot overcome social barriers. Trust refers to both the mistrust of Roma people, which stems from the perpetuated and systemic discriminatory behaviour towards them and to the mistrust of people that act as employers/ education professionals/counsels towards the Roma people.
2. Understanding **diversity** is essential in creating a training environment sensitive to discrimination issues. Although basic, the notion that differences are to be respected is difficult to apply in practice and transmit the relevant message at the trainers' level.

Content of the chapter

This exercise, sets the stage for the group to explore the similarities and differences in cultures, in order to better understand and communicate within the community.

1. Lesson 1: Setting the stage - Understanding the need for recognising and valuing the differences in others.

Handout example: The Giraffe and the Elephant (a fable by R. Roosevelt Thomas, (1999) Building a House for Diversity. New York, et.al.: American management association, pp. 3-5.)

“In a small suburban community, a giraffe had a new home built to his family's specifications. It was a wonderful house for giraffes, with soaring ceilings and tall doorways. High windows ensured maximum light and good views while protecting the Family's privacy. Narrow hallways saved valuable space without compromising convenience. So well done was the house that it won the national giraffe home of the Year award. The home's owners were very proud.



One day the giraffe, working in his state-of-the-art wood shop in the basement, happened to look out of the window. Coming down the street was an elephant. "I know him," he thought. "we worked together on a PTA committee. he's an excellent woodworker, too. I think I'll ask him in to see my new shop. Maybe we can even work on some projects." so the giraffe poked his head out the window and invited the elephant in.

The elephant was delighted; he had liked working with the giraffe and looked forward to knowing him better. Besides, he knew about the wood shop and wanted to see it. So he walked up to the basement door and waited for it to open.

- *Come in, come in! the giraffe said, but immediately they encountered a problem. While the elephant could get his head in the door, he could go no further.*
- *It's a good thing we made this door expandable to accommodate my wood shop equipment, the giraffe said. Give me a minute while I take care of our problem.*

He removed some bolts and panels to let the elephant in.

The two acquaintances were happily exchanging woodworking stories when the giraffe's wife leaned her head down the basement stairs and called her husband:

- *Telephone, dear, it's your boss!*
- *I'd better take that upstairs in the den, the giraffe told the elephant. Please make yourself at home; this may take a while.*

The elephant looked around, saw a half-finished piece of work on the lathe table in the far corner, and decided to explore it further.

As he moved through the doorway that led to the shop, he heard an ominous scrunch. He backed out, scratching his head. "maybe I'll join the giraffe upstairs," he thought. But as he started up the stairs, he heard stairs begin to crack. He jumped off and fell back against the wall. It too began to crumble.

As he sat there disheveled and dismayed, the giraffe came down the stairs.

- *What on earth is happening here? the giraffe asked in amazement.*
- *I was trying to make myself at home, the elephant said.*

The giraffe looked around.

- *Okay, I see the problem. The doorway is too narrow. We'll have to make you smaller. There's an aerobics studio near here. If you'd take some classes there, we could get you down to size.*
- *Maybe, the elephant said, not looking very convinced.*



- *And the stairs are too weak to carry your weight, the giraffe continued. If you took a ballet class at night, I'm sure we could get you light on your feet. I really hope you'll do it. I like having you here.*
- *Perhaps, the elephant said, but to tell you the truth, I'm not sure a house designed for a giraffe will ever really work for an elephant, not unless there are some major changes."*

Ask: How can we come together, where all diversity is respected, finds its space and is actively used and appreciated? What are your feelings about the fable? How does it apply to our everyday interactions in our community, everywhere? What activities have to be put in action, in order to have all parties feel a sense of ownership and equality?

In the words of the fable, the community needs to examine its house in terms of its accommodations-- its **strengths** and **weaknesses**. The community has to **respect** and **acknowledge** them. The community will face **obstacles** which will inevitably be accompanied by **tensions** which should be confronted, accepted and **resolved in a positive way**.

2. Lesson 2: Social relationships

To further the sensitisation and education process, the next lesson and activity focuses on how much we not only know about others, but also about ourselves—specifically, within the context of perceptions and values related to careers, **social relationships**, and how that is coloured by our backgrounds. In short, to achieve this we need to break down barriers and establish **trust**.

Ask: Why should we have to know the backgrounds of others? How does it help in improving our careers, social relationships, etc? What do they need to know about us?

Activity: Utilising the guide below, prepare for your partner a briefing of your country. Include any or all of the topics, however, make sure it offers a complete picture of (socially, historically, etc. your home).

Background: Geography / History / Economics / Business / Political structure / Media / Language

Society: Current political situation / Legal system religious influences social and community life / Ethnic minorities / Gender issues / Education system / Traditions and customs / Communication styles / Gestures levels of formality taboos

Daily life: Entertaining / Housing / Approaches to work / Formal and informal discussions (or mtgs)



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When completed, exchange your responses with your partner or team and discuss the differences and similarities in the more general areas: How are they the same / different? How do we appreciate these differences, accept them, educate others, to better understand our culture and ourselves-- why?

Based on the discussion from the previous activity: What do you think colors the way we see ourselves – the way others see me?

Elicit the need to communicate with others which set an impression of who you are: What are some of the obstacles?... Language / Accents / Differences in language / Offer examples

Generate the discussion with the group: Have the participants find examples in their own lives? How could they reverse those impressions through communication?

Questions for thinking

1. How does getting to know each other help in **improving** our **social relationships**, our careers, etc?
2. How are we all, **the same / different**?

III. Activities

Key words: **discrimination/ diversity/ cultural challenges/ miscommunications/ misperceptions/ discriminatory practices/ exclusion bias/ prejudice/ communication/ educate our community/ obstacles/ strategy/ together**

Starting Questions

1. How critical is it, to be aware and sensitive to the traditions, and cultural backgrounds that separate us from other cultures?
2. How do we overcome issues of **exclusion bias** and **prejudice**?

Definitions of terms:

1. **Discriminatory practices:** policies or behaviours of a general nature which contain discriminatory elements undetectable at first glance. More often than not, such practices have deep roots in our societies and social norms.



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2. **Exclusion bias:** social prejudices are in most cases responsible for precluding victims of discrimination and bias from participating in and benefiting from the capacities of the larger society, thus resulting in them being excluded from that society.

Content of the chapter

In order to place recent case laws in context, this lesson will examine current cases and situations involving perceived **discrimination, diversity, cultural challenges** etc. It is critical that we are aware and sensitive to the traditions, and cultural backgrounds that separate us from other cultures and allows other groups to look at us as having different expressions and mannerism that can be misinterpreted. Thereby **miscommunications** and **misperceptions** of very traditional standards of behavior can become critical focal points of potential **discriminatory practices**.

Lesson: Communication Signal Check List (handout): Using the checklist go over each statement – have the group agree or disagree based on their own standards? Do you believe that the statement reflects your country?... Culture?... Does the statement reflect the opposite of the way your country/culture functions? Which characterisation is better?...

Can you highlight some misunderstandings that could occur when utilising your ways of communication with people who are from a different culture with opposite behaviors?

In some countries people a) tend to talk quite fast and interrupt frequently, when others are trying to express themselves b) tend to talk in a soft spoken tone, in order to ensure that other people cannot hear their conversations. (extension- how has cell phones added to this issue?) c) use many physical gesture (using their hands waving their arms or banging on a table) d) tend to emphasise what they are saying and communicate their ideas and feelings e) who do not know each other very well will embrace by placing their arms around each other's shoulders, or touch each other on the arms f) prefer to use face to face, or telephone calls, or other forms of spoken communication to pass on important information, rather than e-mails, letters and other forms of written communicate g) tend to communicate informally, using first name, rarely using titles such as Mr, Mrs, Dr.

Exercise: Overcoming issues of **exclusion bias** and **prejudice**

Prepare for your partner a briefing of your country / Include a complete picture of

Geography, history, business, politics, language / Current political situation, legal system, religious influences, ethnic minorities, gender, education, etc / Communication styles, gestures, levels of



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formality taboos, etc / Shopping, entertaining, food, housing, approaches to work, formal and informal meetings, etc.

Discuss with the group, using personal experiences

1. How could we reverse these impressions through **communication**?
2. How can we **educate our community** to these **obstacles**?
3. How do we formulate a plan... a **strategy, together**, to make this happen?

Questions for thinking

1. (from last Exercise) How many of these areas colour the way we see ourselves and the way others see me?

IV. Opportunities

Key words: **new technologies/ new careers and opportunities/ skills/ 21st century/ career training at community center/ emerging work force**

Starting Questions

1. How can the **new** and varying **technologies** help in your communication?
2. What is the role of technology in providing **new careers and opportunities** for all on a level playing field?

Definitions of terms:

1. **New Technologies** are an important tool which can help in raising awareness for both employment opportunities for Roma as well as their particular situation but also help promote and develop their skills and competences especially in view of the fact that a lot of them did not have a chance to access education at an early age.
2. **New career and opportunities** should be created for Roma in the EU; helping them create opportunities for themselves is crucial for resolving the perpetual cycle of discrimination and exclusion regarding Roma people in European countries. Investing in the creation of employment opportunities especially for young people is very important; national authorities have a positive duty to ensure equality of opportunities particularly as regards young people.



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Content of the chapter

1. Discuss:

Assessing **skills** from the 20th century >>> coming into the **21st century**

Typing, writing long hand >>> the need for keyboarding skills

Less about speech more about written communication >>> devices that help spellcheck, pronunciation keys etc

How various technologies can help your communication.

Skills transfer sheet >>> what we know, how can that grow.

The role of technology in providing new careers and opportunities for all on a level playing field.

What gives another person an advantage (list all)

2. Discuss: Can we fix it... can we attack it... can we overcome it?

The role of education as well as onsite training opportunities.

What we need to succeed. Education comes in many forms: on line learning specific areas and **career training at community center** and on line researching facilities to accommodate the training. Need for community support – how companies and schools can help-outreach?

3. Discuss: The **emerging work force** in the IT sector

List careers in the IT field: What are your strengths? and how do they align with the new job force?

Mechanical / Perceptual / Personal.

Social skills / Social Media / Example creating New Apps—Answers for everyday and bigger issues and problems / Social media and entrepreneurship.

Extension of above: Newspapers and TV-- Gossip, Shows are replaced with Social Media venues / the use of Blogs relating to Culture, to the Current Situation, Offering Information and Insights that are Unique for a designated population (list some areas)

4. Legal implications regarding employment— a list:

Documentation of various Infringements of the Law

Segregation and Discrimination

Knowing your rights: Going over your rights act

Employments opportunities and alternatives for Roma in the EU: Listing the job postings / Examining which one works, and which ones require which skills / Which for these kind of jobs

The role of Support Centers

Speakers and Reviews of Support Center in their Domain



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Questions for thinking

1. What are some interesting issues that might be of interest to others?

V. Links

https://ec.europa.eu/info/sites/info/files/2017-european-semester-draft-joint-employment-report_en_1.pdf (general) Employment Report (2016) for 2017

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

https://ec.europa.eu/info/sites/info/files/european-semester_thematic-factsheet_employment-protection-legislation_en_0.pdf (general) Employment Protection (2016)

https://ec.europa.eu/info/sites/info/files/european-semester_thematic-factsheet_skills-for-labour-market_en.pdf (general) Skills for the Labour Market (2016)

http://ec.europa.eu/justice/events/roma-platform-2015/index_en.htm Roma Platform (2015)

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

http://ec.europa.eu/justice/discrimination/files/whatworksfor_romainclusion_en.pdf Policies and Model Approaches (2012)

http://ec.europa.eu/justice/discrimination/files/social_integration_ethnicminorities_en.pdf Social Integration Minorities (2007)