



Komunikujeme o.p.s.
Šumberova 338/12, 162 00 Praha 6
Czech Republic
Tel: +420 777 263 731
www.komunikujeme.eu



ROMANI
AMBASSADORS



EUROPEAN GUIDE OF ROMA MEDIATOR FOR EMPLOYMENT SUPPORT AND ON-THE-JOB SKILLS EDUCATION



PARTNERSHIP



"Integration through Exchange of experience in Training of Youth Romani"
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Authors: Elena KOPANAROVA (OECON GROUP Bulgaria) with the support of Addi Vilbaldo Mireles Puga and final pre-print Samia Tamrin Ahmed (Komunikujeme o.p.s.).

Research managers: *Vagia Karpenisi, Sotirios Nakos, Nikolaos Mouratoglou, Theodora Agapoglou, Michalis Koiliarakis, Stefan Stefanov, Trayan Mitev, Raya Popova, Petar Kostadinov, Chrysa Gerovasileiou, Eirini Gkretsi, Robert Serban, Manuela Serban, Szasz Diana, Cioceanu Silvana, Radu Gheorghe, Maria Botikopoulou, Polyxeni Galani, Fabio di Nunno, William di Nunno, Ilaria Ozzella, Dumitrita Chiper, Amparo Pedraza Velasco, Zara JLILAT Pérez, Demetrio Gómez Ávila, Amr Mohamed Abdelgayed Hassan, Anisa Subashi, Franceska Muco, Rovenka Lika, Vahidije Kadiu, Nele Kelchtermans, Natasja Naegels, Sebastiaan Jans, Ruben Jans.*



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INTRODUCTION

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In several European countries the Roma Community represents approximately 10% of the total population. Although these countries employ Roma members to help improve the situation of Roma youth, their representation in employment is low.

The aim of the current guide is to introduce the techniques and stages of development of the mediation process to Romani trainers and practitioners so they can be benefited by it. Individuals with a Roma background, from local Roma communities or with a good knowledge of Roma issues, are trained and hired to act as mediators between the Roma community and public institutions.

Mediation is one of the measures used across Europe to tackle the inequalities that Roma face in terms of access to employment, healthcare services and quality education. In the work with mediators, three approaches have been identified:

- *The “Trojan Horse” (an instrument of the institution, with a mission to reach out to the community with the aim of changing its attitudes and behaviors);*
- *The community activist (a representative of the community fighting against institutions for the rights of Roma); and*
- *The real intercultural mediator: 1) has good knowledge of the ‘cultural codes’ of the community and of the institution 2) is impartial and focused in improving communication and cooperation, 3) stimulates both parties to take responsibilities and 4) is actively involved in a change process).*

*The **Romani Ambassadors** project aims to improve the quality of the mediation process based on the third approach: real and effective mediation process. The general aim of the training curricula is to improve the quality and effectiveness of the work being conducted by employment mediators, with a view to supporting better communication and cooperation between Roma and public institutions.*

WHAT IS THE GUIDE ABOUT?



The project *“Integration through Exchange of experience in Training of Youth Romani”* (Romani Ambassadors) is a one-year youth exchange of experience initiative funded by the Erasmus+ Programme and the Centre for International Cooperation in Education (DZS) from Czech Republic with reference number 2017-3-CZ01-KA205-046733. The aim of the action is to examine, analyze and exchange experience among experts, mediators and teachers in the field of Romani education and employment opportunities. The project is aiming to prepare a strategy paper about the inclusion of Roma through education and a training guide for Roma mediators in employment. In the project *Komunikujeme o.p.s.* (Czech Republic) is the applicant and its partners are **eduACT (Greece)**, **Asociatia MERGI INAINTE (Romania)**, **UC Limburg (Belgium)**, **INSTITOYTO PSYCHOKOINONIKIS ANAPTYXIS (Greece)**, **OECON GROUP (Bulgaria)**, **Rinascita Sociale Salam House (Italy)**, **JOVENES HACIA LA SOLIDARIDAD Y EL DESARROLLO (Spain)**, **Thirst for Life Association (Bulgaria)** and **Qendra UET (Albania)**.

This current guide aims to provide a powerful tool for training of experts in Romani mediation process and to transfer them practical and theoretical background on working with Roma youth to help in their integration process. This guide targets all categories of staff from the Roma community working to improve the working conditions of Roma Youth and it intends to provide them with a wide-range of tools and practical guidelines that can be adapted to different contexts. It can be also used for other involved in activities connected with the employment and integration of Roma youth, such as trainers of assistants or mediators, inspectors, work advisers, workers in public sectors and social agents.

The guide context is designed to help improve the work of the Roma mediators based on personal development (modules 1 to 9) and training techniques (modules 10 to 16).

CURRENT SITUATION OF EDUCATION AND EMPLOYMENT OF ROMANI

Equality is one of the EU core values. Both EU law and Europe's Human Rights Frameworks are guided by an interest in guaranteeing this principle and prohibiting discriminatory measures. All kind of law should be secured without discrimination on any ground (sex, ethnicity, color, religion, language, national origin, social status, etcetera). In fact, according to the Race Equality Directive implemented in many of the national laws, there are legal remedies for those who feel discriminated and suffer from infringements of European anti-discrimination law. In this sense, the Roma are provided with legal recourse to be protect as a minority at risk of social exclusion, at least when being officially considered EU citizens, that is to say, when having a national passport or comparable recognition from any EU country. It is important to note that there is a large variety of situations regarding legal background of Roma.

Roma and Education

Although the results obtained in the research conducted within PAL Project were not representative of the entire Roma population, the findings were significant. More than a half of responders had studied above Primary school level. These results showed a positive improvement with regards to the fact that only 20% of their parents had studied beyond this level.

Although no conclusive, all these figures suggest there has been a progress over the Roma generations in relation to the maximum level of education obtained which has been confirmed by Hungarian research data (Hajdu, Kézdi & Kertesi, 2014). Nevertheless, it cannot be deny that this might be linked to the expansion of general and higher education in general since the gap between Roma and non-Roma youth remained high.

Even if it can be said that the educational attainment of Roma people has increased considerably in the past two and a half decades, there are still many issues to deal with, varying by national contexts. For example, the truancy or early school leaving of Roma youth.



Roma Population and employment

Safeguarded by the Universal Declaration of Human Rights (art. 23), the right to work is also considered as a fundamental right from a social and economic point of view. As such, it is also protected by the European Convention on Human Rights through different specific articles, prohibiting certain situations of discrimination in the field of employment, providing protection to the right to seek employment or fighting against unfair dismissals (see articles 6, 8 and 14). Avoiding the racial discrimination and promoting the equality in terms of employment must be contemplated in the existing legislative framework, in order to protect access to employment, especially when considering the following EU Council Directives: Race Equality Directive and Employment Equality Directive.

Despite all of this, many Roma are still led to have irregular jobs or to be self-employed, to some extent because of the existing discrimination towards this social group. The anti-discrimination case law in the field of Roma employment is almost inexistent, which apparently means that Roma community do not consider the option to defend their right to work before European jurisdiction, probably because of a lack of confidence in the ability of the legal system to solve any problem in a quick and effective manner. All in all, although there is a legislation aimed at protecting the right to work, Roma are still victims of discrimination in terms of employment.

CURRICULA PREVIEW



The European Guide of Roma mediators for employment support on-the-job training which consists of 16 main modules, as presented shortly below:

Module 1: Opening Session: includes main information about the training and its procedures.

Module 2: Challenges in the interaction with Romani people: examines the nature and culture of the specific target groups and how to interact with them.

Module 3: Role and tasks of the mediators: introduces the mediation process and the main role of the mediators in the personal success of the Roma youth.

Module 4: Cultural differences, discrimination and marginalization: provides understanding the values and rights of Romani people.

Module 5: The work cycle of a mediator: presents the process of mediation including the main steps (Prepare and collect data, Needs identification, Action plan, Activities identification and Analyze the initial situation).

Module 6: Building mediation relationships: explains the techniques on how to start mediation relationships.

Module 7: Self-esteem and resilience: provides an understanding of the elements that build and maintain resilience. Also, it presents protective factors for young people to overcome risks (e.g. personal, familiar, school and community risks).

Module 8: Active listening and communication: explores active listening and communication, an appreciation of their importance as mediators, and opportunities to practice the skills involved.

Module 9: Adolescence and the issues facing young people: considers adolescent development and the process in the tran-

sition from childhood to adulthood.

Module 10: Conflict management and problem solving: gives skills for dealing with some of the difficult issues young people experience and the behaviors they might present, such as anger and aggression.

Module 11: Education of Romani: presents the current situation of Romani education in Europe in terms of problems and national strategies tools.

Module 12: Employment of Romani: explores the current situation of Romani employment in Europe in terms of problems and national strategies tools.

Module 13: Youth Guarantee: reviews the programme and the opportunities it is providing to Roma youth.

Module 14: Job Mediation: includes explanations of the process and presents the process of job mediation in the EU context concerning the fact that the mediators can act as mentors for the Roma youth.

Module 15: Mediator in action: implementation, monitoring and involving key stakeholders: This module provides an overview regarding the mediation process. First, there is an introduction to Roma employment through a kinesthetic activity. Then, it addresses the five stages of the mediation process. Furthermore, the module includes tools for implementing and monitoring the process and tools utilized for the evaluation of the process. Finally, the module carries out a Mapping Stakeholders activity, while at the same time extends their knowledge regarding the tools that may be used for ensuring an effective collaboration with stakeholders.

Module 16: Conclusions and evaluation: include overall comments on the materials and ways of evaluation

Module 1: Introduction to mediation



The main contents of the module are:

- Introduction.
- Aim and objectives of mediator training.
- Aim and objectives of [Romani Ambassadors].
- Young people: where are they at?
- Role of the mediator.
- Qualities and skills of mediators.

Teachers' Notes

Overview: The module will give participants a broad understanding of mediation. Participants are encouraged to reflect on mediators they have had during their lives, the roles those mediators played and their positive attributes.

Duration: This module is designed to be completed in 30 minutes.

Learning outcomes: By the end of this session, participants will have a greater understanding of what a mediator is and what they might hope to achieve, as well as the qualities and skills of an effective mediator.

Resources

- Handout 1.1 – Aim and objectives of [this program].
- Handout 1.2 – Young people: where are they at?
- Handout 1.3 – Impact of youth mediators.
- Handout 1.4 – Role of the mediator.
- Handout 1.5 – Qualities and skills of an effective mediator.
- 'A mediator is...' Activity cards.
- Objects for 'Qualities of a mediator' activity.

- **Introduction:** presenters introduce themselves, the participants introduce themselves to their neighbor and the neighbor tell the group why their neighbor wants to become a mediator and what they think some of the challenges will be or describe how they have helped another person achieved a goal in the past. Participants tell the whole group which skill or characteristic their neighbor brings to mediating.
- **Overview:** The module will give participants a broad understanding of mediating, and what being a mediator entails. Participants are encouraged to reflect on mediators they have had during their lives, the role those mediators played and their positive attributes.
- **Aim and objectives of mediator training:** The aim of mediator training is to enable participants to develop the knowledge and skills to effectively guide young people. The objectives for participants are: to understand the roles and responsibilities of a mediator; to acquire the knowledge and skills to build and maintain effective mediating relationships; to be aware of the resources, services and pathways available to young people to help them achieve their goals; and to be aware of the supports and processes that will help them.
- **Aim and objectives of this programme:** Discuss the background and rationale of the program. To present aim and objectives of the mediating program and provide any other relevant organizational resources (e.g. annual report, brochure, etc.).
- **Young people: where they are at?:** Present summary data from National Survey of Young Romani'.
- **Role of the mediator:** Present 'The impact of youth mediating' and introduce the definition of youth mediating. Also, discuss the role of the mediator.
- **Qualities and skills of mediators:** Highlight the qualities and skills of effective mediators.

For more detailed information about the module planning and hangouts practical implementation (exercises and group work) open the QR code:





The main contents of the module are:

- Engaging with culturally diverse young people.
- The importance of cultural-awareness training.
- Reflecting on 'culture'.
- Cross-cultural communication.
- Roma people's rights.
- Issues facing young people from Romani backgrounds / Understanding Roma people's values.

Teachers' Notes

Overview: This module provides an overview regarding the challenges in the interaction with Roma people using gamification and participative, experiential learning methods. What is actually remarkable is that Roma people face more violations of their human rights than any other vulnerable and minority group in Europe, although they are one of the largest ethnic minorities. The social injustices they face sometimes even tend to be legitimized in the name of their cultural diversity, whereas their social power -to change this oppressive situation- is limited in comparison with people from different background.

Duration: This module is designed to be completed in 150 minutes. More time may be needed to cover additional policies and procedures.

Learning outcomes: By the end of this session, the participants will be more aware of the visible and invisible aspects that contribute to the construction of a culture by realizing how they can become a medium in being able to interpret the world and how to define personal behaviour.

Resources

- Handout 2.1 – "What do you see?"
- Handout 2.2 – "Cheers to multiculturalism".
- Handout 2.3 – "Exploring the concept of culture".
- Handout 2.4 – "Meeting the 'Others'".
- Handout 2.5 – "Meeting Hannah".

- **Engaging with culturally diverse young people:** Awareness of stereotypes, prejudices and cultural differences in communication.
- **The importance of cultural-awareness training:** To discuss the way that different cultures use to interpret behaviors, feelings and values and to reflect upon their cultural habits.

"Cheers to multiculturalism!"

This activity is based on the 'World Café' methodology, a simple, effective, and flexible format for hosting large group dialogue. World Café can be modified to meet a wide variety of participants' needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice.

- **What is culture?** Acknowledgement of the visible and invisible elements of culture.
- **Cross-cultural communication:** Awareness of stereotypes, prejudices and cultural differences in communication as well as promotion of team collaboration, behavioral flexibility, respect to diversity, empathy, openness, tolerance of ambiguity and multiple perspectives approach.
- **Romani people's rights & issues facing young people from Romani backgrounds / understandings:** Romani children are significantly over-represented in state care in many European countries. Roma in some cases represent over 80% of all children in care. ERRC has taken into consideration case studies from Czech Republic, Slovakia, Hungary, Serbia and Albania and produced a video to expose this systemic racism at all levels of the care system and judiciary litigating against this social injustice.

"Meeting Hannah"

This activity consists of two parts. It is a case study that depicts the violent social reality that the family of a Roma girl faces. Firstly, participants are invited to imagine how life could be in Hannah's -or her family members'- shoes. Secondly, this case study will be used as an example for questioning the other faces of systemic racism towards the Roma group as well as challenging against this social injustice.

For more detailed information about the module planning and hangouts practical implementation (exercises and group work) open the QR code:



Module 3: Role and Tasks of the mediators



The main contents of the module are:

- Need for intercultural mediation.
- Role of mediator and other factors.
- Successful mediation in school.
- Use of Roma mediators in Europe.
- Tasks of mediators.
- Positive aspects of Roma mediators

Teachers' Notes

Overview: This module provides a window to the basic steps of mediation communication. It builds the purpose of the mediator as he develops his capacity to excel in this position.

Duration: This module is designed to be completed in 110 to 120 minutes. More time may be needed to cover additional policies and procedures.

Learning outcomes: By the end of this session, participants will have an understanding of the roles, objectives and tasks of mediators and other factors that affect them. They can also identify skills to develop their performance effectively.

Romani mediators will be aware of the significance of their service to their communities; how their involvement bridges the gaps in knowledge and awareness, thereby enabling empowerment.

Resources

- Handout 3.1 – Introduction to intercultural mediation.
- Handout 3.2 – Role, tasks and objective of mediators.
- Handout 3.3 – Role of Roma school mediators in various countries.
- Handout 3.4 – Positive aspects of Roma mediators.



Module 3: Hangouts



- **Introduction:** Introduction of trainer and why this topic is interesting to him/her. Also, explain what this training module is about and what participants will acquire.
- **Intercultural meditation:** Break into teams to discuss questions: What do you understand of mediation? Why is intercultural mediation necessary? The group members will write on flipchart paper and will share inputs with the entire group.
- **Role:** Start with news reports about Roma mediator. To generate discussion: Facilitate questions such as: How do you think mediators' role should be? How many of you have already worked in mediation, especially with education and-or employment? What are the objectives for these types of mediation? Co-trainer will list answers on flipcharts.
- **Tasks of mediators:** Discussion in pairs: List the participants in two groups in small piece of paper and distribute the numbers. Participants have to find their match. Questions: How would you rate yourself as a mediator? (Give yourself a score out of 10). To become an effective mediator, what skills do you think you need? Share with group the outcomes: how did you enjoy this task?
- **Positive aspects and some factors:** To generate discussion provide questions such as: Can you think of possible challenges in the role as mediator?

For more detailed information about the module planning and hangouts practical implementation (exercises and group work) open the QR code:



Module 4: Cultural differences, discrimination and Marginalization



The main contents of the module are:

- Consequences of racism, discrimination and marginalization.
- Cultural differences, equal; access to services and human rights.
- Universal Declaration of Human Rights.

Teachers' Notes

Overview: This module aims to clarify the meaning of concepts such as discrimination and marginalization and their connection with the work of Roma mediators. Additionally, it is oriented to connect the work of the mediator with the principles of human rights and non-discrimination.

Duration: This module is designed to be completed in 60 to 90 minutes.

Learning outcomes: By the end of this session, participants will have an understanding of the existing stereotypes and awareness raising procedures.

Resources

- Handout 4.1 – Introduction of the main terms used.
- Handout 4.2 – Cultural differences, equal access and human rights.
- Handout 4.3 – Case analysis.
- Handout 4.4 – Simplified version of the Universal Declaration of Human Rights.



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Module 4: Hangouts



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- **Introduction of main terms used:** Introduction to the main terms of discrimination, anti-gypsism and Roma integration by using specific examples.
- **Cultural differences, equal access and human rights:** The theoretical part includes information about the culture of Roma people, their diversity and historical facts. It is explained with examples differences of Romani culture and group work. Also, it is presented the main cultural differences with advantage/disadvantage on charts. There is an explanation of the main human rights and how these have been implemented concerning the Romani population in the country and EU.
- **Case analysis** about the prejudices and stereotypes.
- **Simplified version of the Universal Declaration of Human Rights:** introduction.
- **Tackling issues of culture and identity in the work of mediators:** Mediators often encounter situations in their work where they have to deal in an appropriate way. For example, issues related to the identity and culture of the Roma groups they are working with. The Code of Ethics also mentions some elements about this. Here are some recommendations on this matter.
- **Building a positive climate - prevention and effectiveness through participation:** Ensuring a sustainable positive climate of confidence and co-operation between the institution and the Roma community can be achieved through participation. A relationship based on participation will help prevent frustrations and conflicts and will also increase the effectiveness of the work of the institution with the Roma. The presence of a mediator is already an indication of concern for adaptation to the needs of the Roma, but unless there is a clear commitment for real participation, the work of the mediator cannot have a sustainable positive impact. The ladder of participation presents different types of relationships an institution can have with the citizens who benefit from its services. They are useful to identify how real participation is differentiated from other forms of interaction of an institution with its beneficiaries.

For more detailed information about the module planning and hangouts practical implementation (exercises and group work) open the QR code:



Module 5: The work cycle of a mediator



The main contents of the module are:

- Introduction to the Training cycle of a Roma Job Mediators.
- Participatory work cycle management (4 Phases).

For detailed information about the four phases go to Appendix Mediation process (page 40-44 of this document).

Teachers' Notes

Overview: This module provides the know-how about the work cycle approach and clarify the role of the mediator in each phase. Also, it identifies advantages and threats associated with including this approach in the work of mediators.

Duration: This module is designed to be 90 minutes.

Learning outcomes: By the end of this session, participants will have a clear overview of the work cycle of the mediator and his/ her main activities.

Resources

- **Handout 5.1 :** Introduction to the participatory work cycle management.
- **Handout 5.2 :** From day-to-day work to participatory planning.
- **Hangout 5.3:** Phase 0 - Preparation.
- **Hangout 5.4:** Phase 1—Assessment of situation.
- **Hangout 5.5:** Phase 2—Participatory Planning.
- **Hangout 5.6:** Phase 3—Implementation.
- **Hangout 5.7:** Phase 4—Evaluation.

For more detailed information about the module planning and hangouts practical implementation (exercises and group work) open the QR code :



Module 5: Hangouts

Mentoring Relationship Cycle

Stage	Characteristics	Effective communication
Beginning of the match	Getting to know each other	Ask open-ended questions
	First impressions	Use open (not guarded) body language
	Looking for the positives in the relationship	Use a language you are okay with
	Bonding	Don't be afraid of silence
Challenging and testing	Young person challenges mentor	Be consistent in your contact
	Testing phase	Maintain respect
	Rethinking first impressions	Build problem-solving into your questions; e.g. 'I wonder how we would deal with this better next time?'
	Difficult emotions may surface	
'Real' mentoring	May occur at different stages of the relationship	Raise any issues at the start of your interactions; e.g. 'Can we talk about why you didn't turn up last time?'
		Separate behaviours from the young person; i.e. the young person isn't inconsiderate, their behaviour is
		Disclose your personal feelings and experiences when appropriate
		Disclose when appropriate
Ending	The relationship begins feeling right again	Avoid advising, and allow the young person to actively solve their problems
	Trust is established	Use the young person's strengths to foster deeper discussions
	Growth in the young person can be observed	Give positive feedback and don't be afraid to let your young person know when something has hurt you
	A 'deeper' bond and connection are formed	
Ending	Preparing for closure	Find common language to sum up your feelings
	Relationship may become deeper or young person may start pulling away	Provide feedback that describes growth that you observed
	Reflection	Be prepared to listen and affirm fears that your young person may have

Note - This framework is a guide only. Different relationships evolve in different ways.

Module 6: Building mediation relationships



The main contents of the module are:

- Understanding the importance of trust.
- Establishing the mediation relationship.
- The mediation relationship cycle.
- Relationship boundaries.
- Code of Conduct

Teachers' Notes

Overview: This module will give participants a clear understanding of how to build relationships between mediators and young people, and the typical phases of a mediation relationship. It also offers advice about setting boundaries within the relationship.

Finally, the module broaches the program's Code of Conduct, which has been developed to ensure the safety of the young person and the mediator, and the success of the match.

Duration: This module is designed to be completed in approximately 60 minutes.

Learning outcomes: By the end of this session, participants will have a greater understanding of the mediation relationship, their role in building that relationship, and boundaries to protect both, the mentor and Roma youth, and their relationship.

Resources

- Handout 6.1 – Establishing the mediation relationship.
- Handout 6.2 – Things to do together.
- Handout 6.3 – Goal-setting worksheet.
- Handout 6.4 – The mediation relationship cycle.
- Handout 6.5 – Code of Conduct.
- 'Boundaries: where do you stand?' scale posters.

Module 6: Hangouts

- **Overview :** This module will give participants a clear understanding of how to build relationships between mediators and young people, and the typical phases of a mediation relationship. It also offers advice about setting boundaries within the relationship. Finally, the module broaches the program's Code of Conduct, which has been developed to ensure the safety of the young person and the mediator, and the success of the match.
- **Understanding the importance of trust:** This activity aims to demonstrate what young people might be feeling when they are first introduced to a mediator. Participants are asked to pair up. One participant is blindfolded and then physically and verbally guide around the room (or outside, if time allows) by their partner for five minutes. Participants then swap roles. Participants talk about their experiences of being led and having to trust the other person. The facilitator draws links between the feelings the participants share and how a young person might be feeling when they first meet their mediator.
- **Establishing the mentoring relationship:** Brainstorm session: How do you establish rapport with people you have just met? Reflect on participants' responses. Highlight other engagement strategies in 'Establishing the mentoring relationship'.
- **The mentoring relationship cycle:** Introduce the mentoring relationship cycle and highlight how mediators should approach different stages. Note that this is a general framework and that not all relationships will go through this exact sequence.
- **Relationship boundaries:** Talk about the role boundaries play in the mentoring relationship. Mediators need to be clear about their own personal boundaries, what is appropriate and what they are comfortable to reveal about themselves. They must also be aware of boundaries set by the program through the Code of Conduct.
- **Code of Conduct:** Presentation of the program's 'Code of Conduct'.

For more detailed information about the module planning and hangouts practical implementation (exercises and group work) open the QR code:



Module 7: Self-esteem and resilience



The main contents of the module are:

- Maslow's hierarchy of needs.
- Self-esteem.
- Defining resilience.
- Risk and protective factors.
- Building resilience.

Teachers' Notes

Overview: The module will give participants an understanding of resilience and the elements that build and maintain resilience. Also, it presents protective factors for young people to overcome risks (e.g. personal, familiar, school and community risks).

Duration: This module will take approximately 55 to 75 minutes to complete.

Learning outcomes: By the end of this session, participants will have an understanding of how to encourage good self-esteem. They will also understand more about the important role mediation plays in building resilience in young people.

Resources

- Handout 7.1 - Maslow's hierarchy of needs.
- Handout 7.2 - Self-esteem.
- Handout 7.3 - Resilience.
- Handout 7.4 - Building resilience.



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Module 7: Hangouts



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- **Overview:** The module will give participants an understanding of resilience and the elements that build and maintain resilience. Also, it presents protective factors for young people to overcome risks (e.g. personal, familiar, school and community).
- **Maslow's hierarchy of needs:** Introduce and discuss 'Maslow's hierarchy of needs'.
- **Self-esteem:** Discuss self-esteem, Brainstorm session: What are some of the consequences of low self-esteem? Provide handout and discuss additional consequences. Introduce strategies for building self-esteem.
- **Defining resilience:** Introduce the concept of resilience.
- **Risk and protective factors:** Activity: Identifying protective factors.
- **Building resilience:** Present quotes from resilience researchers, do a brainstorm session: How can you help build the resilience of the young person you are mentoring? Discuss responses with reference to handout on building resilience.

For more detailed information about the module planning and hangouts practical implementation (exercises and group work) open the QR code:



Module 8: Active Listening and Communication



The main contents of the module are:

- What is Active Listening?
- What involves Active Listening?
- Why is Active Listening important?
- 10 Steps to become a better Active Listener.
- Examples of Active Listening Techniques.
- Tips for Active Listening: You heard but did you listen?
- Research on Active Listening.
- Top 10 non verbal communication tips.
- Question and Answers.

Module 8: Hangouts

- **Introduction** : Introduction of the topic to the learners.
- **Theoretical part**: Teaching supported by PowerPoint-presentation.
- **Questions and Answers sessions**: Discussion on the subject.
- **Exercises**: Analyze own behavior in communication, What do you consider as working points in your own style in Active Listening? Describe others Active-Listening style. Does this correspond with his/her opinion?

For more detailed information about the module planning and hangouts practical implementation (exercises and group work) open the QR code:



Teachers' Notes

Overview: This module provides an overview of active listening. It explains what active listening is and what active listening involves. In this module, participants learn why active listening is important and they cover 10 steps to become a better active listener. The module offers some examples of active listening techniques and offers important tips for active listening. Research on active listening is the end of part 1. In part 2 in-depth insights of nonverbal communication are explained by offering the top 10 non verbal communication tips. Questions and answers are closing the theoretical part. Then, it's time for exercising.

Duration: This module is designed to be completed in 80 to 120 minutes. More time may be needed to cover additional policies and procedures.

Learning outcomes: By the end of this session, participants will have an understanding of the importance of active listening and communication in general.

Resources

Handout 8.1 – Title-da

Handout 8.2 – What is Active Listening?

Handout 8.3 – What is Active Listening – 2?

Handout 8.4 – Why is Active Listening important?

Handout 8.5: Why is Active Listening important – 2?

Handout 8.6: Examples of Active Listening Techniques

Handout 8.7: Tips

Handout 8.8: Research on Active Listening

Handout 8.9: Top 10 Nonverbal Communication Tips: Master the Art of Nonverbal Communication with these Tips

Handout 8.10: Nonverbal Communication Tips

Handout 8.11: Nonverbal Communication Tips – 2

Handout 8.12: Nonverbal Communication Tips – 3

Handout 8.13: Nonverbal Communication Tips – 4

Handout 8.14: Nonverbal Communication Tips – 5

Handout 8.15: Nonverbal Communication Tips – 6

Handout 8.16: Questions and Answers

Module 9: Adolescence and the issues facing Young people



The main contents of the module are:

- Definition of Adolescence.
- Understanding the difficulties and the changes the adolescents have to go through.
- The reality of youth nowadays.
- The comparison between diverse adolescence groups.

Teachers' Notes

Overview: This module provides a thorough understanding of the definition of adolescence and the difficulties adolescents face during their transition from Childhood to adulthood. Also, it gives a description of the youth today and participants will have the opportunity to discuss through their experience the significance of adolescence.

Duration: This module is designed to be completed in 110 minutes. More time may be needed to cover additional policies and procedures.

Learning outcomes: By the end of this module, participants will have an understanding of the terms: adolescence, youth and their relation to populations like Roma population.

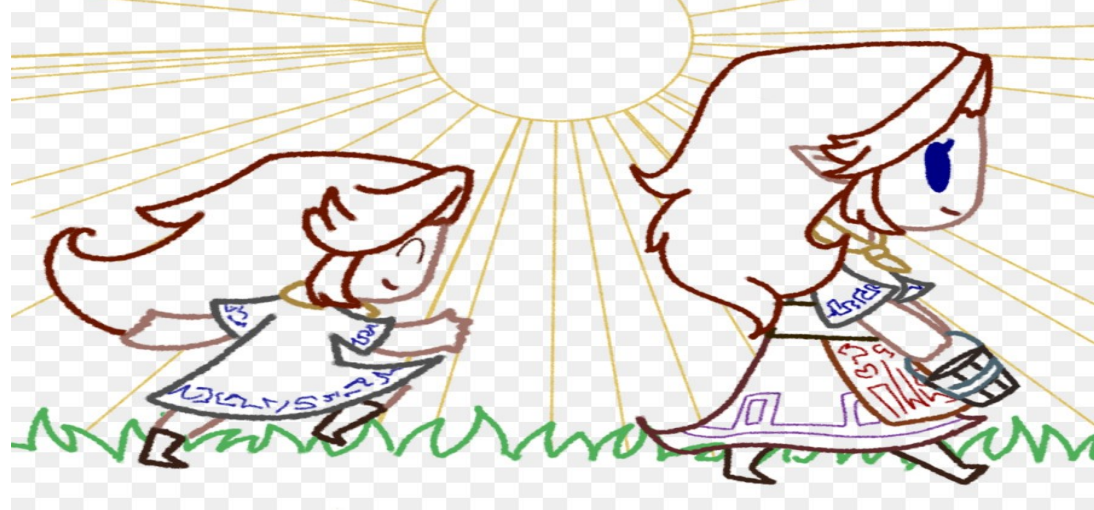
Resources

Handout 9.1 – Definition of Adolescence.

Handout 9.2 – Understanding the difficulties and the changes the adolescents have to go through.

Handout 9.3 – The reality of youth nowadays.

Handout 9.4 – The connection between adolescence and youth in Romani population.



DZS
Dům zahraniční spolupráce

Module 9: Hangouts



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- **Overview:** This module provides a thorough understanding of the definition of adolescence and the difficulties adolescents face during their transition from Childhood to adulthood. Also, it gives a description of the youth today and participants will have the opportunity to discuss through their experience the significance of adolescence.
- **Definition of Adolescence:** Each participant will write in a blank paper feelings/thoughts/experiences/memories/images of his/her experience during its adolescence. The trainer will discuss with all the participants and he/she will compose the results of the discussion.
- **Understanding the difficulties and the changes the adolescents have to go through:** Provide an overview of the difficulties and changes that occur through adolescence.
- **The reality of youth nowadays:** Ask participants to compare 80s, 90s, 00s and 10s.
- **The comparison between diverse adolescence groups:** Many young people in our community come from diverse cultural backgrounds with different experiences and approaches to their lives. These differences provide rich experiences, but they can also mean misunderstandings that can occur through assumptions about the way things “should” be done.



For more detailed information about the module planning and hangouts practical implementation (exercises and group work) open the QR code:

Module 10: Conflict management and problem solving



The main contents of the module are:

- Definition of Conflicts.
- Understanding Anger as a feeling in Conflicts.
- Managing Conflicts.
- Model of Problem Solving.

Teachers' Notes

Overview: This module provides an adequate understanding of the term conflict management and the reasons that lead us in conflicts. It explores the thoughts and feelings that conflicts provoke and how can they be managed. Also, it provides the description of problem solving model.

Duration: This module is designed to be completed in 80 to 120 minutes. More time may be needed to cover additional policies and procedures.

Learning outcomes: By the end of this session, participants will have an understanding of the term of conflict management. Also they could relate thoughts and feelings to conflict management. They could recognize styles of conflict management and how they can be applied in different contexts. Finally, they could understand the concept of the term problem solving.

Resources

- Handout 10.1 – Definition of Conflicts.
- Handout 10.2 – Reasons and Results of Conflict Management.
- Handout 10.3 – Managing Conflicts.
- Handout 10.4 – Model of Problem Solving.



DZS
Dům zahraniční spolupráce

Module 10: Hangouts



Co-funded by the
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- **Overview:** This module provides an adequate understanding of the term conflict management as well as the reasons that lead us in conflicts. It explores the thoughts and feelings that conflicts provoke and how they can be managed. Also, it provides the description of problem solving model.
- **Definition of Conflicts:** Provide an overview of the definition of conflicts.

Exercise: The Sticks

The participants will be divided in pairs of two. Each pair will have a stick. The stick should be kept with one finger of each participant. The goal is to reach with the stick the opposite side of the room. Let's see what is going to happen. Discuss with participants how they felt and what they thought during their efforts.

- **Understanding Anger as a feeling in Conflicts:** Anger is a strong feeling that can be observed in most of our disagreements, fights and conflicts.

Exercise: Understanding Anger as a feeling in Conflicts

The trainer suggests to the participants to discuss about a topic with contradictory aspects. The trainer draws a line on the floor (rope, sellotape) from one side of the room to the other. Each side of the room represents the position regarding the topic. The trainer ask participants to put themselves on one side according to their views. The trainer suggests the participants to observe themselves and the others. During the activity the trainer invites the participants to change position if they feel that they want to move and observe once more the setting and themselves. The trainer and the participant discuss about what happened and how they felt.

- **Managing Conflicts:** Everyone can learn to manage conflict by practicing a few personal skills.

Activity: Managing Conflicts

The trainer invites all the participants to write in a blank paper their personal values, beliefs and needs. Following, the trainer presents in 3 columns (values, beliefs, needs) the results of the group. Then, participants observe, discuss and make conclusions.

- **Model of Problem Solving:** Mediators can use models to solve problems with young people and to help them to improve their problem – solving skills

For more detailed information about the module planning and hangouts practical implementation (exercises and group work) open the QR code:



Module 11: Education of Romani



The main contents of the module are:

- Introduction.
- Values and perspectives of inclusive education.
- Dimensions of inclusive education.
- Education at the local level.
- The SWOT analysis.
- Curriculum.
- Human Resources (HR).
- Focus on the beneficiary.



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Teachers' Notes

Overview: This module provides general details about carrying out the educational act in the context of the national legislation and implicitly at European level. Also, this module provides information on the methodology and the educational framework developed locally by an institution that provides inclusive education programs.

Duration: This module is designed to be completed in 80 to 120 minutes. More time may be needed to cover additional policies and procedures.

Learning outcomes: By the end of this session, participants will have an understanding of the role of values and how to implement an inclusive education act at local level. They will learn about: the structure and methods of education used to engage Roma children in the educational process; structured information about development opportunities; causes that slow down the integration process; the human resources involved; the potential factors that could encourage the engagement of Roma in the education process. Also, some local results will be presented.

Resources

Handout 11.1 – The International Convention on the Rights of the Child, Article 30.

Handout 11.2 – Dimensions of inclusive education.

Handout 11.3 – Education at the local level.

Handout 11.4 – The SWOT analysis.

Handout 11.5 – Curriculum.

Handout 11.6 – Human resource.

Handout 11.7 – Focus on the beneficiary.



Module 11: Hangouts



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- **Introduction:** Presentation of trainer and objectives of the module.
- **Principles and legislative framework:** It focuses on decentralization, fostering performance and encourages partnership in economic and social environment.
- **Values and perspectives of education:** Presenting the International Convention on the Rights of the Child.
- **Dimensions of inclusive education:** An effective educational system in any EU member country is based on three dimensions, which need to be explained.
- **Education at the local level**
- **SWOT analysis carried out by the main provider of educational services:** Presentation of the hangout for the school between the life strategies of the Roma population.
- **Curriculum:** Curriculum is designed to cover two major directions: Ensuring equal access to education and running the "Second Chance".
- **Human resources:** Ensuring the quality of the teaching-learning process and educational services.
- **Focus on the beneficiary:** presenting activities carried out the last year.

For more detailed information about the module planning and hangouts practical implementation (exercises and group work) open the QR code:





The main contents of the module are:

- Introduction to the current situation of Romani employment.
- Factors leading to Roma unemployment.
- Job Opportunities for Romani people in Europe.

Teachers' Notes

Overview: This module provides information about the current situation of the Roma employment in EU. It also explains the main problems faced by the local authorities regarding employment and connected with education and cultural differences of Roma people.

Duration: This module is designed to be about 60 to 70 minutes.

Learning outcomes: By the end of this session, participants will have an understanding of the main problems that Roma people faced once they start searching for job and the possible opportunities for them at local level.

Resources

- Handout 12.1: Current situation of Romani employment.
- Hangout 12.2: Segregation, marginalization, poverty and exclusion.
- Hangout 12.3: Factors leading to Roma social exclusion.
- Hangout 12.4: Possibilities for work in Europe.

For more detailed information about the module planning and hangouts practical implementation (exercises and group work) open the QR code:



- **Introduction:** Presentation of the current situation of the Romani employment at local and international level. Presentation of types of works/jobs that Roma can do. Also, there will be a group work with a game assigning jobs which are very rarely assigned to Romani people. Reflection about it is expected.
- **Segregation, marginalization, poverty and exclusion:** There is a relationship between segregation, marginalization, poverty and exclusion. The importance of the acquisition of education certificate (i. e. secondary school certificate, vocational qualification or a higher education diploma) is related to attaining better jobs in terms of stability and salary. Apparently, the more qualification, the more employment opportunities are provided. Greater segregation involves greater risk of ending unemployed or in unskilled or informal jobs. Some studies point out that the number of Roma who have been unemployed for more than 24 months is very high. Full time jobs and employability are linked to education: Roma finishing secondary (lower and upper) and higher education (e.g. Bachelor, Master, PhD) are more likely to be working in full-time jobs. In contrast, Roma attending a few years or finishing primary school are more likely to be unemployed.



- **Factors leading to Roma social exclusion:** Apparently, living in poverty may contribute to the development of a culture of poverty. For example, a series of dysfunctional habits and norms which, to some extent, self-perpetuates poverty and welfare dependency. If this is true, which is not guaranteed and should not be considered as a fact, it could lead to a sort of vicious circle. In order to overcome it, it is convenient to shape a map of possible causes/factors behind this situation.
- **Possibilities for work in Europe:** introduction to EURES portal of the EU and the local possibilities for jobseekers.

Module 13: Youth Guarantee



The main contents of the module are:

- Understanding your values.
- Young people's rights.

Teachers' Notes

Overview: This module stresses the importance of understanding the mediators' value, the Code of Ethics for Mediators (ROMED) and the Young people's rights.

Duration: This module is designed to be completed in 80 to 120 minutes. More time may be needed to cover additional policies and procedures.

Learning outcomes: By the end of this session, participants will have an understanding of the role of values and young people's rights. They will be aware of their duty of care and understand the importance of confidentiality in good mentoring relationships.

Resources

- Handout 13.1 – Understanding your values.
- Handout 13.2 – Code of Ethics for Mediators (ROMED).
- Handout 13.3 – Young people's rights.

For more detailed information about the module planning and hangouts practical implementation (exercises and group work) open the QR code:



- **Understanding your values:** Theoretical part in cooperation with the participants.
- **Code of Ethics for Mediators (ROMED):** Presentation of the code of ethics and discussion.
- **Young people's rights:** Theoretical part in cooperation with the participants: Human rights are like armors: they protect you. They are like rules because they tell you how you can behave and they are like judges because you can appeal to them. They are abstract like emotions, and like emotions, they belong to everyone and they exist no matter what happens. They are like nature because they can be violated, and like the spirit because they cannot be destroyed. Like time, they treat us all in the same way -rich and poor, old and young, white and black, tall and short-. They offer us respect, and they charge us to treat others with respect. Like goodness, truth and justice, we may sometime disagree about their definition, but we recognize them when we see them violated.

Module 14: Job Mediation



The main contents of the module are:

- History and development of Job Mediation.
- Results of Job Mediation.
- Responsibilities and requirements for a Job Mediator.

Teachers' Notes

Overview: This module provides an introduction to Job Mediation in Europe.

Duration: This module is designed to be completed in 40 to 60 minutes. More time may be needed to cover questions and discussion about good practices.

Learning outcomes: By the end of this session, participants will have an understanding of how Job Mediators work in Europe and what practices could be applied to other countries.

Resources

- Handout 14.1 – History and development of Job Mediation.
- Handout 14.2 – Responsibilities and requirements for a Job Mediator.
- Handout 14.3 – Results of Job Mediation.

For more detailed information about the module planning and hangouts practical implementation (exercises and group work) open the QR code:



- **Why Mediation In The Workplace:** Recognition and Understanding, Self-Empowerment, Timeliness and Speed, Cost Effective, Confidential, Durability of the Mediation Agreement.
- **The steps in mediation process:** Opening statements, Identifying the problem, Identifying the issues and Agenda setting, Finding solutions, Caucus (Optional), The Agreement.
- **Types of workplace issues where mediation can really help?** Problems between employees, Performance issues, Harassment, Complaints, Termination etc.
- **Why Employers should consider adding mediation to their Employee Relations tool kit:** at a minimum, the benefit of using mediation as a first step in addressing and resolving workplace disputes gives each party a better understanding of the issues and problems of the dispute in a confidential, impartial, and non-public venue. Mediation offers the parties the opportunity to resolve the dispute quickly, and it empowers each party by providing them a voice and role in determining the resolution. Even if the mediation does not result in an agreement and a lawsuit ensues, the parties will have a good understanding of the nature of the dispute and the facts surrounding it.
- **Who is an effective workplace mediator?** The most effective workplace mediator is a certified mediator who completed mediation training through a recognized mediation training program. Certified mediators are trained in the essential skills of impartiality and neutrality, and have a thorough understanding of the mediation process.





The main contents of the module are:

- The role of Mediation in promoting respect for human rights and Roma Social Inclusion.
- How to arrange your mediation/mentoring process.
- Tools for implementing monitoring and evaluating the results.
- Tools for effective collaboration with stakeholders.

Teachers' Notes

Overview: This module provides an overview regarding the mediation process. First, participants are introduced in the topic of Roma employment through a kinesthetic activity. Then, it addresses the five stages of the mediation process. Furthermore, the module includes tools for implementing and monitoring the process and tools utilized for the evaluation of the process. Finally, the module carries out a Mapping Stakeholders activity, while at the same time extends their knowledge regarding the tools that may be used for ensuring an effective collaboration with stakeholders.

Duration: This module is designed to be completed in 145 minutes. More time may be needed to cover additional procedures.

Learning outcomes: By the end of this session, participants will have an understanding of the current stereotypes and difficulties that Roma face regarding their employment. They will be aware of their multidimensional role during the mediation process and understand the importance of planning and collaborating with other people. Finally, participants will be prepared to use some simple tools for planning, implementing, monitoring and evaluating their process during their work.

Resources

- Handout 15.1 – “One step closer to Awareness” Activity.
- Handout 15.2 – The five stages of the mediation process.
- Handout 15.3 – Tools for implementing, monitoring and evaluating the results.
- Handout 15.4 – “Be(a)ware” Activity & tools for effective collaboration with stakeholders.

- **Introduction:** presenters introduce themselves, the participants introduce themselves to their neighbor and the neighbor tell the group why their neighbor wants to become a mediator and what they think some of the challenges will be or describe how they have helped another person achieved a goal in the past. Participants tell the whole group which skill or characteristic their neighbor brings to mediating.
- **Overview:** This module provides an overview regarding the mediation process. First, participants are introduced in the topic of Roma employment through a kinesthetic activity. Then, it addresses the five stages of the mediation process. Furthermore, the module includes tools for implementing and monitoring the process and tools utilized for the evaluation of the process. Finally, the module carries out a Mapping Stakeholders activity, while at the same time extends their knowledge regarding the tools that may be used for ensuring an effective collaboration with stakeholders.
- **Mediator, Human Rights and Roma Employment:** Introduce the topic of Roma prejudice in employment and Carry out the “One step closer to Awareness” activity. Discuss and reflect with the group about the importance of being/becoming aware of the local and global context.
- **How to arrange your mediation/mentoring process:** Present the five stages of the mediation process: Phase 1: Preparation-Collecting Data, Phase 2: Needs Identification, Phase 3: Action Plan, and Phase 4: Activities' Implementation.
- **Tools for implementing monitoring and evaluating the results:** Presentation of the tools for implementing, monitoring and evaluating the results.
- **Tools for effective collaboration with stakeholders:** In order to effectively collaborate with the stakeholders of your local community, you need firstly to be aware of their diverse positions and the potential support that you may (or may not) receive. Present the tools for effective collaboration with stakeholders: The Grow Model and Intercultural Forum.



For more detailed information about the module planning and hangouts practical implementation (exercises and group work) open the QR code:

Module 16: Conclusions and evaluation



The main contents of the module are:

- Evaluation phase in the work of the mediator.
- Approaches for improving the work of mediators.
- Ensuring the effective and sustainable impact.

Teachers' Notes

Overview: This module provides information about the understanding of the benefits and challenges of using participatory approach to evaluation develop skills for planning and conducting a participatory evaluation session. Additionally, it aims to stimulate further peer learning, support and clarify issues that are still confusing for some members of the group. The overall objective of the module is to develop constructive thinking and planning skills of participants.

Duration: This module is designed to be completed in 90 to 120 minutes.

Learning outcomes: By the end of this session, participants will have an understanding on how to stimulate positive attitudes towards the future implementation of the elements addressed to the training.

Resources

- Handout 16.1 – Introduction.
- Handout 16.2 – Benefits and Challenges of evaluation process.
- Handout 16.3 – Evaluation process in practice.
- Handout 16.4 – Ensuring the positive impact

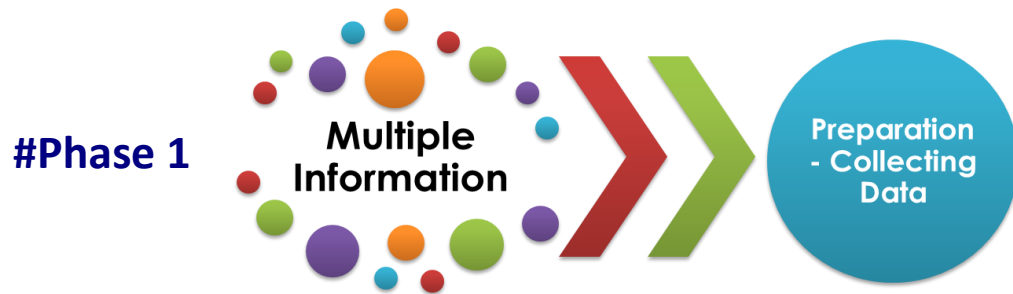
For more detailed information about the module planning and hangouts practical implementation (exercises and group work) open the QR code:



- **Introduction:** The trainer gives introduction based on slides about participatory evaluation. This can be also preceded by group discussion about the form of evaluation, which the participants use and know.
- **Benefits and Challenges of evaluation process:** Participants are divided in two groups, looking for the benefits and challenges of the participatory evaluation approach. The groups will share their findings and general discussion will follow.
- **Evaluation process in practice:** Each participant receives a small piece of paper and is asked to write a question about the topics addressed in the training, particularly related to something they are not confident about. All papers are then collected in a box. Participants will take turns in extracting one question from the box and reading it out loud to the whole group. Anyone who has an answer is invited to communicate it. Several answers or comments are possible for each question. This goes on until all questions have been responded.
- **Ensuring the positive impact:** The participants are divided in groups of four/five and are asked to respond to the questions in hangout. It is recommended that participants are divided in a way that each group has common backgrounds (place of origin, work, education, interests). One representative of each group will share the main elements of their responses. General discussion about the contribution of the participants to the programme is following.



Appendix: Mediation process



Be aware of the **Code of Ethics and** namely:

- Respect the human rights and the dignity of all persons and act with honesty and integrity in performing your duties.
 - Work to ensure equal access to rights while respecting legal requirements and administrative procedures.
 - Be responsible to help those concerned, to find mutually satisfactory solutions, but not have the responsibility to provide solutions to all problems raised by beneficiaries or by the staff of the institution.
 - Be proactive, have prompt reactions and develop sound prevention activities.
 - Keep confidentiality of the information obtained in the course of professional activities.
 - Do not use your role and power to manipulate or to harm others.
 - Make a clear distinction between professional and private activities.
- Respect the traditions and culture of the communities, provided that they are compatible with the key principles of human rights and democracy.
 - Treat all community members with equal respect and disclose publicly situations of conflict of interests.
 - Collaborate with other mediators and with other professionals (ROMED-Code of Ethics).
- Prepare a short presentation (both formal and informal) of your role and tasks.
- Collect information about the people in the Roma community who have some sort of influence and are more likely to support your work. This kind of information may derive from:
- Members of the Roma community;
 - Institutions engaged with Roma;
 - Non-Governmental Organizations;
 - Other mediators/professionals interacting (or not) with Roma.

Appendix: Mediation process



After your preparation, you need to:

- Map all the key stakeholders from public institutions both with official and informal influence on decision-making processes.
 - Map all the key stakeholders from civil society stakeholders both with official and informal influence on decision-making processes.
 - Set the objectives of the assessment, the methods for collecting the data regarding the needs and the techniques used for analysis.
 - Your assessment should not just be SMART, but SMARTER: Specific, Measurable, Achievable, Relevant, Time-bound, Evaluated, Revisited (in case the assessment did not meet the initial objectives).
 - You may also include a SWOT analysis in order to be aware of the Strengths, Weaknesses, Opportunities and Threats of the Assessment/Needs Identification.
 - Plan the process and define:
- ⇒ The kind of information needed;
- ⇒ The potential informational sources;
- ⇒ The requirements and resources needed to access the sources.
- Interact with your sources and collect data:
- ⇒ Statistical data, perceptions, opinions, every-day experiences (interviews, focus groups, databases).
- ⇒ Ask the people you interact with to recommend you other sources/people.
- Organise the data you have collected
- ⇒ Process the data in a way that would be both functional and meaningful.
- ⇒ Ask for help by a relevant person, without giving away personal data.
- ⇒ Prioritize the importance of your data.
- ⇒ Illustrate them clearly in order to have a clear view of the multiple dimensions of the problem.

Appendix: Mediation process

#Phase 3



- Based on the identification of the needs you may set a meeting including members of Roma community and staff members of the public institutions.
- Translate your goal in specific activities & timeframes with the resources needed.

The GROW model

- A participatory approach on the action plan can be divided in:
 - ⇒ A low-level participation approach (sharing information with one-way communication or consultation with two-way communication).
 - ⇒ A high-level participation approach (collaboration in which sharing the control of decisions and resources occurs and empowerment in which the control of decisions and resources are being transferred).
 - Set the results of the assessment in an open discussion, record the suggestions, ask and provide feedback when needed. Ensure a safe and constructive dialogue, focusing on finding solutions.
 - Disagreements may be fruitful; however, decisions should be made based on consensus.
- Goal:** Establish and agree on the goal (you can apply the SMARTER technique proposed earlier).
- Reality:** How far or near is the current situation in relation to the goal that has been set (you may use the conclusions of your initial assessment and the SWOT analysis proposed earlier). Record the answers, reach a consensus and return to your goal. Make any adjustments, if needed.
- Obstacles and Options:** Adopt an experiential and factual approach in defining the obstacles you may face (you may use your conclusions of the SWOT analysis that you used earlier). Brainstorm and note down all the possible options you may have regarding the obstacles. Choose the one that works best for you.
- Way Forward:** Convert the options into actions in order to reach the goal and maintain balance, involvement and motivation of the Roma members, staff and you.

Appendix: Mediation process

#Phase 4



- Based on the Action Plan that was designed in the previous phase, you need to implement the measures and activities that have been decided.
- Ensure that all the people involved in the activities should be aware of the action plan and specifically the objectives and the expected changes and improvements.
- Community members should also be aware of the action plan in order to ensure that everything is understood and/or provide additional explanations.
- Do not forget your role as a mediator. You need to implement the activities of which you took responsibility.
- Perform a formative assessment and find out what has been done so far, provide support, identify and deal the obstacles that may arise. Last but not least, offer encouragement!
- Track the progress made so far and inform both members of the community and staff members of the institutions – stakeholders.
- Organize meetings with people involved or concerned by the activities, including people that do not directly engage with the activities.
- Review the progress of the action plan; be open to suggestions and requests, bearing in mind that the aim and the objectives of the action plan will not alter.
- Organize meetings with the people that have responsibilities in delivering and implementing the activities of the action plan, but also with other people interested in the activities.
- Plan and announce those meetings early enough, while also inform the participants to:
 - ⇒ Describe the things that they have accomplished and the difficulties they have faced and
 - ⇒ then focus on the analysis of possible solutions.
- Organize a final revision meeting, in which you address: the activities completed, the activities that need reformulation, an addition of new tasks and a revision of responsibilities.

Appendix: Code of Ethics for Mediators

1. **respects the human rights and the dignity of all persons and acts with honesty and integrity in performing his/her duties**

By showing clearly this human rights perspective and respect for human dignity, the mediator will have the trust of both Roma community and public institution, and will be respected as a professional with specific tasks. The mediator will thus be also a role model for members of Roma community and for the staff of the institution interacting with Roma.

2. **works to ensure equal access to rights while respecting legal requirements and administrative procedures**

The main mission of the mediator is to ensure that members of the Roma communities enjoy full access to their rights and are supported in overcoming the possible barriers which can hinder real equality in rights. This means sometimes that special measures need to be taken in order to take into account the specific needs and possibilities of the Roma. However, these measures should not be individual exceptions from complying with administrative requirements. When it is necessary, the mediator should indicate to the institutions concerned that a change in a specific procedure is needed. This approach is the only one compatible with the principles of democracy and rule of law.

3. **is responsible to help those concerned find mutually satisfactory solutions but does not have the responsibility to provide solutions to all problems raised by beneficiaries or by the staff of the institution**

The mediator will listen to the needs of the members of the Roma community and of the staff of the institution and will help them understand each other. The mediator does not have to look for "who is to blame", to decide what is the best solution, nor to tell to the Roma or to the staff of the institutions what to do. His/her role is to ask those concerned how they want the situation to change, what they can do for this and what support will be needed from the mediator. This makes the mediator impartial, but not uninvolved, and careful to address in a balanced way the needs of Roma and of the staff of the public institution. This also prevents abusive requests and unjustified pressure from both parties.

Appendix: Code of Ethics for Mediators

4. **is proactive, has prompt reactions and develops sound prevention activities**

In many cases, Roma people do not know the rights they have and how to enjoy them. Thus, the mediator will be proactive, will not just wait for a problem to appear but analyze permanently the situation and raise awareness of all stakeholders on the issues identified. Prompt responses are given to all cases and situations signaled by community members or staff of the institutions. The analysis of the various challenges and solutions found leads to ideas for well planned prevention activities, avoiding repetition or extension of problematic situations.

5. **keeps confidentiality of the information obtained in the course of professional activities**

All information obtained in the process of work will be kept confidential, will not be disclosed to other persons or institutions, unless there is an explicit agreement of the person who provided the information, and with the only exception of situations when the safety of a person is threatened. Those who speak to the mediator should be informed about the commitment to confidentiality. No person, even the head of the institution employing the mediator, is allowed to ask the mediator to break confidentiality. Information obtained which is of general interest can be communicated in a way to preserve the anonymity of the source, with the agreement of the source.

6. **does not use his/her role and power to manipulate or to harm others**

The role of the mediator provides access to information and a series of contacts within the community and the institutions. The mediator should not use the power generated by this information or the prerogatives connected to the role of mediator to manipulate or harm other people.

Appendix: Code of Ethics for Mediators

7. respects the traditions and culture of the communities, provided that they are compatible with the key principles of human rights and democracy

Some communities have specific traditions, ways of life and cultural norms, different from those of the majority of society. The mediator will get to know these traditions and norms, respect them, and support outsiders to understand and respect them as well. The only exception is when some community norms or customs are not compatible with the principles of human rights and democracy.

8. will treat all community members with equal respect and disclose publicly situations of conflict of interests

Regardless of their gender, age, status in the community etc, the mediator will show equal respect to all beneficiaries and deal with their requests in a transparent and fair way. When somebody is given a priority on a matter, the reason has to be clear for all and justified. When relatives of the mediator or other persons close to the mediator are involved in a conflict, the situation should be indicated and external support for mediation should be requested.

9. makes a clear distinction between professional and private activities

It is necessary for the mediator to make explicit the boundaries between professional activities and private life. Having a strong commitment for the problems of the community does not mean being available at all times for requests of community members. Community members should be informed about the work schedule of the mediator and about the ways to contact the mediator.

10. collaborates with other mediators and with other professionals

The mediator is a professional which needs to maintain strong collaboration with other professionals (health professionals, social workers, teachers, etc) in order to accomplish his/her tasks. Mediators will support each other in their work. All mediators will use opportunities available to them for exchanging experiences and for sharing successful solutions and useful information.

