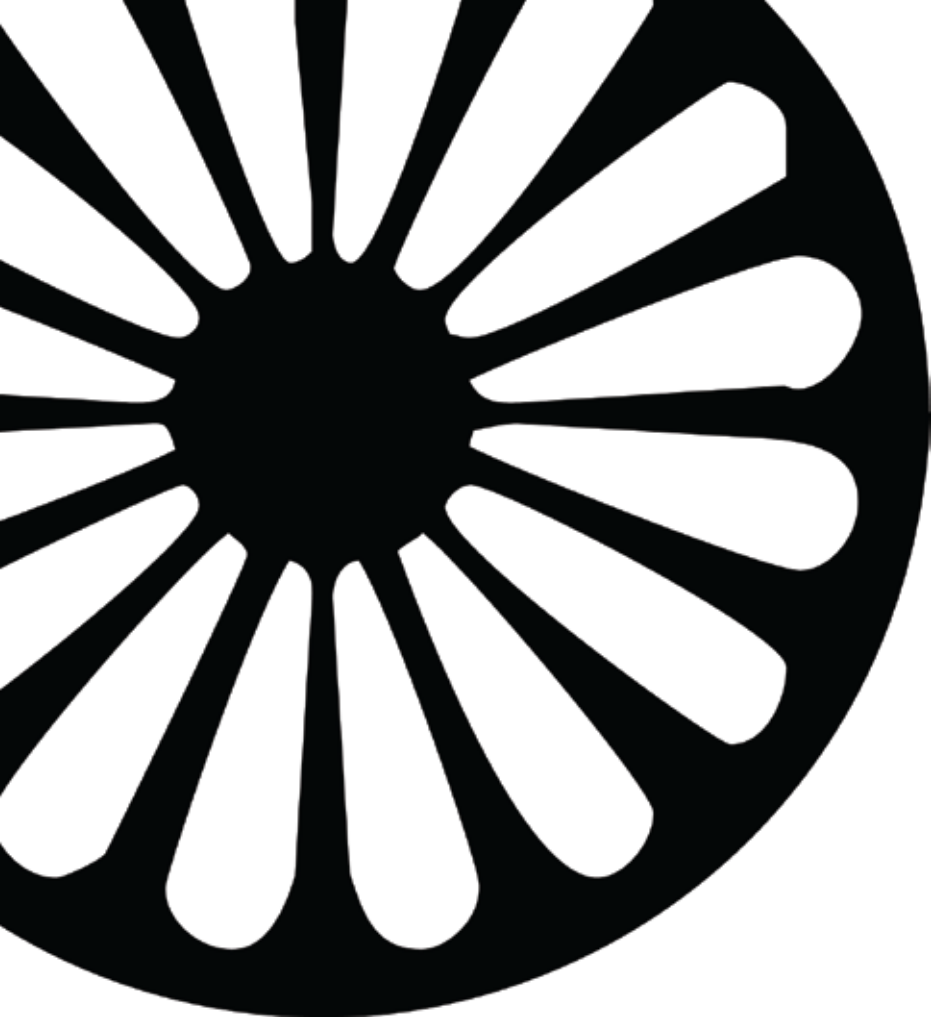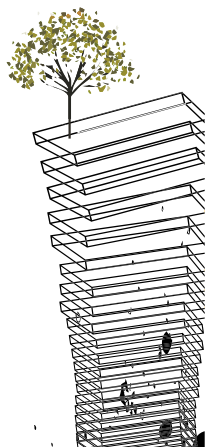# YOUTH IN ACTION
and THE ROMA COMMUNITY

Inclusion of diversity

This booklet has been written to showcase some
of the work that has been done within the Youth in Action
programme with and for Roma communities in Europe. It
is aimed at youth leaders and promoters of the programme
to raise awareness of the possibilities through non-formal
education for greater inclusion of this important minority.

Inside you will find information on the structures and
frameworks working with Roma, explanations of how the
European Youth in Action programme works and some
examples of youth projects to give you inspiration. We
hope you find it useful, and that it might lead you to a
higher awareness or closer cooperation.

Roma as a priority

In 2009, the situation of European Roma communities continues to be critical. Roma remain one of the most disadvantaged minority groups in Europe. The highest rates of unemployment and the lowest levels of education, widespread poverty and social exclusion characterise the large part of Roma living in the EU.

For the purposes of this publication, the term "Roma" includes people that would define themselves as Roma, Gypsies, Travellers, Manouches, Sinti, as well as other terms. By using the term 'Roma', we do not intend in any way to ignore the vast diversity within the many different Romani groups and related communities, nor is it intended to promote stereotypes.

The Roma young people also suffer from the community's prejudices and stereotypes. The main way of stepping out from the vicious cycle and to have positive represen-tation within the society is education. Many Roma organisations are working in the sphere of formal education, but there is also a need to increase activities with Roma youth in the field of non-formal education.

"*We must not close our eyes to the real problems Roma are facing in many European countries. Extreme poverty, social exclusion, a lack of regular employment and low educational attainment are facts. By fighting against the phenomena of Roma exclu-sion, we also fight against the root causes of the violence and stereotypes Roma suffer from...*

Roma are one of the largest ethnic minorities in the EU, but too often they are Europe's forgotten citizens....

They face persistent discrimination and far-reaching social exclusion."

Vladimir Spidla, EU Commissioner for Employment, Social Affairs and Equal Opportunities

"*To remove obstacles for a group as disadvantaged as the Roma are, we need more than just non-discrimination. These people have been so excluded – by majority societies as well as by their own traditions - that they are simply not starting from the same point like most other citizens. We need more than just treating the Roma "like everyone else", although even that is often very far from being the case.*"

Mr José Manuel Barroso, President of the European Commission

Youth in Action programme

A main tool at European Union level to support youth is the Youth in Action programme. It develops non-formal learning opportunities for young people, through mobility and intercultural dialogue.
Within this programme, an Inclusion Strategy has been designed, based on two con-verging aims:

1. to ensure the accessibility of the Youth in Action programme for young people with fewer opportunities (both those organised in youth organisations, youth councils, etc, as well as those not formally organised);

2. to stimulate the use of the Youth in Action programme as a tool to enhance the social inclusion, active citizenship and employability of young people with fewer opportunities and to contribute to social cohesion at large.

This booklet focuses on the priority given by the European Union to Roma youth, in particular through the Youth in Action programme. It details information on how the programme provides opportunities and possibilities for overcoming prejudices and breaking down stereotypes and for encouraging inclusion, participation and citizenship for ALL young people in Europe, including those from Roma communities.

After all, Unity in Diversity can only be a true motto of the European Union when an accessible and open platform is provided for all voices to be heard, listened to and acted upon.

EU and Roma

As described on their web page[1] , the European Union has a range of policies and programmes which can help to support the efforts made at national, regional and local levels to challenge discrimination and exclusion.

Within the European Commission, an Inter-Service Group – bringing together 14 different departments and chaired by the Employment, Social Affairs and Equal Opportunities DG – coordinates the different policies and programmes tackling Roma issues. These range from the legal framework for equal treatment and non-discrimination to forums for policy cooperation and provision of financial resources.

Several policies and directives can be resourced to outline the discussions and processes which resulted in the creation of these proactive measures, which outline the importance of work with and for the Roma community:

ECRI (from Council of Europe) general policy recommendation N°3:. Combating racism and intolerance against Roma/Gypsies.(6 March 1998)[2]

" *Roma/Gypsies are a target for racism throughout Europe, to the extent that they do not, in our society, enjoy equal rights, which is however, a fundamental human right. Most members of Roma/Gypsy communities are victims of numerous and varied human right violations.* "

Council Directive 2000/43/EC of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial or ethnic origin.[3]

" *This includes, among other articles, the developing of democratic and tolerant societies allowing the participation of all persons irrespective of racial or ethnic origin; prohibition of direct or indirect discrimination based on racial or ethnic origin; implementation of the principle of equal treatment and the promotion of dialogue between social partners and with non-governmental organisations to address different forms of discrimination and to combat them.* "

(1) http://ec.europa.eu/employment_social/fundamental_rights/roma/rabout_en.htm
(2) http://www.coe.int/t/e/human_rights/ecri/1-ecri/3-general_themes/1-policy_recommendations/recommendation_n3/Rec03en.pdf
(3) http://europa.eu/eur-lex/pri/en/oj/dat/2000/l_180/l_18020000719en00220026.pdf

Brussels, 1.6.2005   N. 52005DC0224 COM/2005/0224 final Non-discrimination and equal opportunities for all - A framework strategy [SEC(2005) 689]

" *There is a need to go beyond anti-discrimination policies designed to prevent unequal treatment of individuals. The EU should reinforce its efforts to promote equal opportunities for all, in order to tackle the structural barriers faced by migrants, ethnic minorities, the disabled, older and younger workers and other vulnerable groups and to combat them.*

...

One issue of particular concern is the situation of the Roma. The Commission has repeatedly highlighted the difficult conditions faced by Roma communities in Member States, candidate countries and acceding countries…... However, the Roma continue to experience particularly severe forms of exclusion and discrimination in education, employment, housing, healthcare and other areas. "

"DECISION No 1983/2006/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL" of 18 December 2006 concerning the European Year of Intercultural Dialogue (2008)   Official Journal of the European Union 30.12.2006

" *….It is important to provide the means for intercultural dialogue and dialogue between citizens to strengthen respect for cultural diversity and deal with the complex reality in our societies and the coexistence of different cultural identities and beliefs. Furthermore, it is important to highlight the contribution of different cultures to the Member States' heritage and way of life and to recognise that culture and intercultural dialogue are essential for learning to live together in harmony…* "

Good Resources and Position of the Youth in Action programme

Youth in Action is the programme the European Union has set up for young people. It aims to inspire a sense of active European citizenship, solidarity and tolerance among young Europeans and to involve them in shaping the Union's future. It promotes mobility within and beyond the EUs borders, non-formal learning and intercultural dialogue, and encourages the inclusion of all young people, regardless of their educational, social and cultural background.

By basing itself on the articles of the above mentioned policies and papers, the Youth in Action programme is per se an embodiment of the anti-discrimination approach. It uses these essential fundamentals as a springboard to put into practice and reach grass roots with realised projects by and with young people. It encourages the view of young people, including Roma young people, in a positive light. Its very raison d'être brings to fruition the worthy aims: the Programme is well placed to raise awareness and tackle exclusion.

Youth in Action programme: Cultural Diversity as a priority

Taking all this into account, the Youth in Action programme of the European Union is well placed to support actions which aim to answer these needs. As described in the Users Guide of the Programme, the respect for cultural diversity together with the fight against racism and xenophobia are priorities of the Youth in Action Programme. By facilitating joint activities of young people from different cultural, ethnic and religious backgrounds, the Programme aims to develop the intercultural learning of young people. It should also be underlined that working with such a culturally rich community can improve the depth of any youth project.

As far as the development and implementation of projects are concerned, this means that young people participating in a project should become aware of its intercultural dimension. The project should stimulate awareness and reflection on the differences in values. Young people should be supported to respectfully and sensitively challenge viewpoints that perpetuate inequality or discrimination. Furthermore, intercultural working methods should be used to enable project participants to participate on an equal basis.

Inclusion strategy of the Youth in Action programme

An inclusion strategy has been developed to reach and include all young people within the Youth in Action programme framework.

Article 2.3 of the Parliament and Council Decision n°1719/2006/CE

Access to the programme states:

"*All young people, without discrimination, shall be able to have access to the activities of the programme, subject to the provisions of the Annex. The Commission and the participating countries shall ensure that particular efforts are made with regard to young people who have particular difficulties taking part in the programme for educational, social, physical, psychological, economic or cultural reasons or because they live in remote areas.*"

Resources in the Youth in Action programme

The European Commission ensures continued focus and priority on these important areas through the SALTO Resource Centre structures. SALTO stands for Support, Advanced Learning and Training Opportunities.

SALTO-YOUTH is a network of 8 Resource Centres working on European priority areas within the youth field. It provides youth work and training resources and organises training and contact-making activities to support organisations, youth workers, and National Agencies responsible for the implementation of the European Youth in Action Programme. SALTO-YOUTH began in 2000 and is part of the European Commission's Training Strategy within the Youth in Action Programme. It works in synergy with other partners in the field.

SALTO Cultural Diversity & SALTO Inclusion Resource Centres, who have helped to create this document, have been working with Roma as a priority for better inclusion into communities and international youth projects, as a long term strategy. We provide tools and services through the SALTO-YOUTH website (www.salto-youth.net/diversity) that were demanded directly by the target audience. We also organise European-wide training, events and activities to bring together many actors from the field to discuss and exchange, to inspire and inform political developments and to motivate and create more visibility.

Our privileged position between all the actors in the Youth in Action Programme ensures a neutral platform for gathering needs and proposing innovative and constructive initiatives within considered strategies and objectives.

end of part I
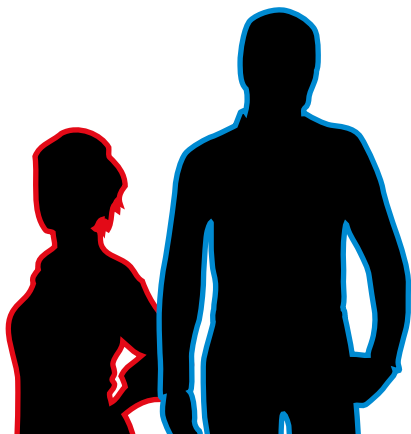
Introduction to Roma

PART 2

How much do you know about Roma young people? Do you know the history? Do you know what the different Roma communities share in common, and some things which make them diverse?

Roxana Marin, a Roma teacher and activist from Romania, provides some anthropological introduction for us here about the background of the culture and tradition, with some interesting points that maybe you didn't know before:

Roma/Gypsies continue to be marginalised by blatant racism, poverty, illiteracy, and sub-standard medical care and social services. Roma political leadership has so far hindered progress.

Self-marginalisation is a reality one cannot deny any longer. Self-identification as Roma/Gypsy continues to be the exception, rather than the norm.

Sociologists and activists have yet to come up with a valid social community development model.

Numbers and statistics

There are more than twelve million Roma located in many countries around the world. There is no way to obtain an exact number since they are not recorded on most official census counts. Many Rom themselves do not admit to their true ethnic origins for economic and social reasons. The Roma are a distinct ethnic minority, distinguished at least by Rom blood and the Romani, or Romanes, language, whose origins began on the Indian subcontinent over one thousand years ago. No one knows for certain why the original Roma began their great wandering from India to Europe and beyond, but they have dispersed worldwide, despite persecution and oppression through the centuries.

The following map shows one interpretation of the different populations of the Romani people by country of Europe. The bigger the wheel the larger the population of Romani people in that country. The darker the shading of the country, the higher percentage of Romani people as a proportion of the population.

For example – you can see in South Eastern Europe that there are many Romani people living (the wheels are a big size). You can also see that there is a high percentage of Romani people in the population, because the country is shaded more green.

4 Populations of the Romani people by country, showing the "average estimate" published by the Council of Europe[1].
The size of the wheel symbol represents total population by country (Romania 1.85 million), the shade of each country's background colour represents the percentage of Romani with respect to the total population (Romania 8.5%).

- 0%
- 5%
- 10%

(4) http://en.wikipedia.org/wiki/File:Romani_population_average_estimate.png

Migration of Roma

There have been several great migrations, or diaspora, in Romani history. The first was the initial dispersal from India about a thousand years ago. Some scholars suggest there may have been several migrations from India.

The second great migration, knows as the Aresajipe, was from southwest Asia into Europe in the 14th century. The third migration was from Europe to the Americas in the 19th and early 20th centuries after the abolition of Romani slavery in Europe in 1856-1864. Some scholars contend there is a great migration occurring today since the fall of the Iron Curtain in Eastern Europe.

The migration of the Roma through the Middle East and Northern Africa to Europe 5 , from the 12th century to the 16th century AD.

(5) http://commons.wikimedia.org/wiki/File:Movimiento_gitano.jpg
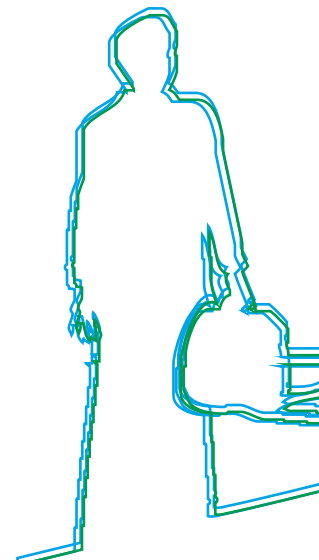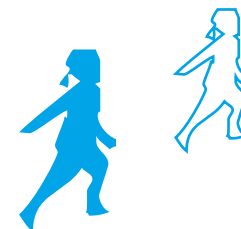
Different 'tribes' or Nations

There are four 'tribes' (natsiya) of Roma: the Kalderash, the Machavaya, the Lovari and the Churari. Other groups include the Romanical, the Gitanoes (Calé), the Sinti, the Rudari, the Manush, the Boyash, the Ungaritza, the Luri, the Bashaldé, the Romungro, and the Xoraxai.

The first European descriptions of the Roma upon their entering Europe emphasized their dark skin and black hair. Through integration with Europeans over the centuries, Roma today can also be found with light skin and hair.

Romani culture is diverse and there is no universal culture per se, but there are attributes common to all Roma: loyalty to family (extended and clan); belief in Del (God) and Beng (the Devil); belief in pre destiny; Romaniya, standards and norms, varying in degree from tribe to tribe; and adaptability to changing conditions; Integration of many Roma into gajikané (non-Roma, or foreign) culture due to settlement has diluted many Romani cultural values and beliefs. Not all tribes have the same definition of whom and what is 'Roma'. What may be accepted as 'true-Roma' by one group maybe gadje to another (Gadje is the term to describe someone who is not Roma). Romani culture is diverse, with many traditions and customs, and all tribes around the world have their own individual beliefs and tenets.

It would be invalid to generalise and over-simplify by giving concrete rules to all Roma. Despite what some groups may believe, there is no one tribe that can call themselves the one, 'true' Roma.

Language

The Romani Language is of Indo-Aryan origin and has many spoken dialects, but the root language is ancient Punjabi, or Hindi. The spoken Romani language is varied, but all dialects contain some common words in use by all Roma. Based on language, Roma are divided into three populations. They are the Domari of the Middle East and Eastern Europe (the Dom), the Lomarveren of Centre Europe (the Lom) and the Romani of Western Europe (the Rom).

There is no universal written Romani language in use by all Roma. However, the codification of a constructed, standardised dialect is currently in progress by members of the Linguistic Commission of the International Romani Union.

Present-day dialect diversity

It's interesting to look at Romani as a language and to see some factors that impede cross-dialect communication on an international basis:

All Romani speakers are bilingual, and are accustomed to freely integrating words and phrases from their respective second languages; this create potential difficulties when trying to communicate with Romani speakers from other countries.

Romani was traditionally used primarily within the extended family and close community, and there is little experience in communicating with those who come from farther away and whose speech form is distinct. (It is this inexperience that often leads speakers of Romani to label the speech of other Roma as a different 'language').

There is no tradition of a literary Standard to which speakers can turn as a compromise form of speech.[6]

This situation is changing with growing mobility and growing opportunities to encounter Roma from other regions and engage in conversation with them.

(6) http://romani.humanities.manchester.ac.uk/index.html

Do you use Roma language at home?

From a study done by the UNDP it can be seen that in some areas more than half the Roma people questioned said that they do indeed use Roma language at home.
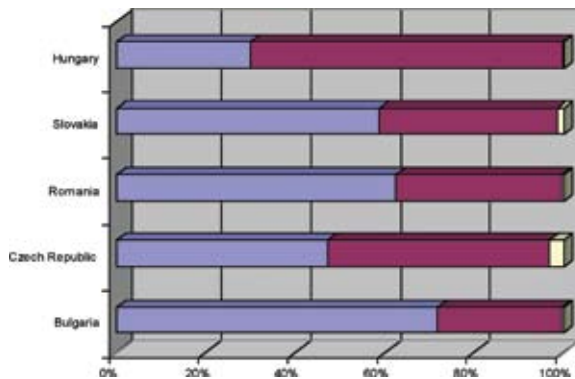
You can see from the graph, that more than half the people questioned in Bulgaria and Romania spoke Roma language at home, whereas in Hungary, for example, more than 70% of the people questioned said that they don't use the Roma language at home.

Figure_Source UNDP http://www.roma.undp.sk/

The study (Bratislava, Dec 2002) sought to broaden the debate about the marginalization and exclusion of Roma in Europe.

Romani flag

The Romani flag (O styago le romengo in Romani) is the international flag of the Romani people. It was approved at the first World Romani Congress in 1971, held in London, UK. The flag consists of a background of blue and green, representing the heavens and earth, respectively. The flag also contains a red chakra, or spoked wheel, in the centre, representing the migratory heritage of the Romani people.

Modern View

As with all cultures and societies in the world, things are changing and people are moving. With globalisation, open labour markets, freedom of movement in the EU, influence of the internet etc, people are moving, migrating and living in different circumstances than tradition.

Not all Roma people live in clans and many attend higher education, with Roma people qualifying as doctors, nurses, teachers etc. Many Roma do not identify themselves as Roma due to Anti-Gypsyism and the attitudes and behaviour of others towards them.

In fact, as ERGO (European Roma Grass roots Organisations) says:

The stigmatisation of Roma is one of the root causes of their social exclusion. Roma are regarded as a threat to the stability and well-being of society and are often portrayed as undeserving, ungrateful and untrustworthy sub-citizens. Due to this stigmatisation, Roma have no control on the way they are perceived Anti-Gypsyism in schools, in the mass media, in the workplace and in the public eye, confirms prejudices and stereotypes. An overwhelming number of European citizens are willing to openly express their profoundly derogatory views of 'what a gypsy is" and 'what is to be expected from a gypsy' based purely on stereotypes

It is very important to remember the respect for the individual as a person, as who they are themselves, and that their culture/identity is part of them – they are not only a representation of a certain minority or a culture. Also note that in general, in the same way as other cultures and minorities, Roma are changing as the times are changing. They cannot all be defined as belonging to a clan or a tribe.

It is important to keep in mind that working with Roma isn't all about fighting against negative aspects: think also of the rich diversity and the positive differences that can be used for benefit.

end of part II

14

15

Youth in Action Programme

The programme itself can provide many different possibilities for young people and those that work with them.

Non-Formal Learning

Non-formal learning refers to the learning which takes place outside formal educational curriculum. Non-formal learning activities involve people on a voluntary basis and are planned, to foster the participants' personal and social development.

Informal learning refers to the learning in daily life activities, in work, family, leisure, etc. It is mainly learning by doing. In the youth sector, informal learning takes place in youth and leisure initiatives, in peer group and voluntary activities etc.
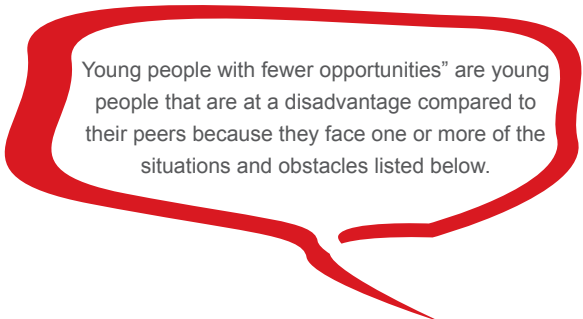
Non-formal and informal learning enables young people to acquire essential competences and contributes to their personal development, social inclusion and active citizenship, thereby improving their employment prospects. Learning activities within the youth field provide significant added value for young people as well as for the economy and society at large.

Non-formal and informal learning activities within the Youth in Action Programme are complementary to the formal education and training system. They have a participative and learner-centred approach, are carried out on a voluntary basis and are therefore closely linked to young people's needs, aspirations and interests. By providing an additional source of learning and a route into formal education and training, such activities are particularly relevant to young people with fewer opportunities.

Projects funded by the Youth in Action Programme have to adhere to the non-formal learning principles. These are:

- learning in non-formal learning is intended and voluntary
- education takes place in a diverse range of environments and situations for which training and learning are not necessarily the sole or main activity
- the activities may be staffed by professional learning facilitators (such as youth trainers/workers) or volunteers (such as youth leaders or youth trainers)
- the activities are planned but are seldom structured by conventional rhythms or curriculum subjects
- the activities usually address specific target groups and document learning in a specific, field oriented way.

Young People with fewer opportunities

Young people with fewer opportunities" are young people that are at a disadvantage compared to their peers because they face one or more of the situations and obstacles listed below.

In certain contexts, these situations/obstacles prevent young people from having effective access to formal and non-formal education, trans-national mobility and from participation, active citizenship, empowerment and inclusion in society at large.

Social obstacles young people facing discrimination (because of gender, ethnicity, religion, sexual orientation, disability, etc.), young people with limited social skills or anti-social or risky sexual behaviours, young people in a precarious situation, (ex) offenders, (ex)drug addicts, young and/or single parents, orphans, young people from broken families, etc.

Economic obstacles young people with a low standard of living, low income, dependence on social welfare system, long-term unemployed youth, homeless young people, young people in debt or in financial problems, etc.

Disability young people with mental (intellectual, cognitive, learning), physical, sensory or other disabilities.

Educational difficulties young people with learning difficulties, early school-leavers and school dropouts, lowly or non-qualified persons, young people that didn't find their way in the school system, young people with poor school performance because of a different cultural/linguistic background, etc.

Cultural differences young immigrants or refugees or descendants from immigrant or refugee families, young people belonging to a national or ethnic minority, young people with linguistic adaptation and cultural inclusion problems, etc.

Health problems young people with chronic health problems, severe illnesses or psychiatric conditions, young people with mental health problems, etc.

Geographical obstacles young people from remote, rural or hilly areas, young people living on small islands or peripheral regions, young people from urban problem zones, young people from less serviced areas (limited public transport, poor facilities, abandoned villages...), etc.

Within the YiA programme structures, it is agreed that National and Executive Agencies shall address all of these situations/obstacles, **without excluding any particular target group**. However, as the programme is implemented with national diversity in mind, when needed, National and Executive Agencies will **further detail** the importance of the above-mentioned situations/obstacles in their contexts, but always in the spirit of the legal basis of the programme.

Young people from Roma communities can see themselves represented in several of these areas, and as such often suffer from multiple discrimination and lack of opportunities.

How can you, as a youth leader, benefit from the programme? What processes can you follow? How can you ensure that your project is inclusive and responsible in its design and implementation?
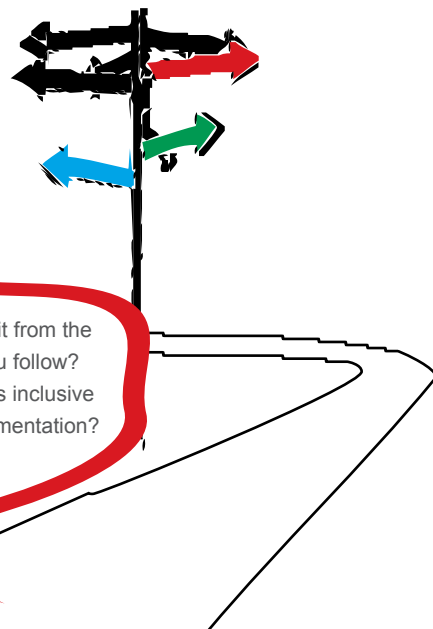
Running a project

Here follows some keys for success, taken from the inclusion strategy of the Youth in Action Programme:

A Youth in Action project with young people with fewer opportunities should be **embedded in a process** before and after the actual project and not remain an isolated event. The Youth in Action Programme could be used for different steps in a young person's **pathway;**

> When preparing and implementing inclusion projects, particular emphasis needs to be put on the analysis of the profile and special needs of the young people and a corresponding tailor-made and supportive approach;

> Inclusion projects should focus on young people's competences and aim at developing their potential, rather than focussing on deficits and problems;

> A solid partnership between the organisations and individual youth workers involved in a project should be established, based on commonly agreed objectives, concepts and methods;

> Projects should possibly be implemented in association with other national, regional or local inclusion programmes and persons and institutions outside the project context (family, school, etc.);

> The step-by-step approach should be encouraged for young people with fewer opportunities, for instance starting with a youth initiative or youth exchange, then continuing with the voluntary service, moving on from a short-term EVS to a long term EVS etc;

> Depending on its aims, inclusion projects could either bring together young people from different backgrounds (socio-economic, educational, cultural, religious, geographical, disability, sexual orientation, gender…) to promote diversity and counter intolerance and discrimination, or target one particular "homogenous" target group (such as Roma). The latter approach may be beneficial for working on sensitive topics (identity, personal development, violence, etc.) and shall also be supported when justified.

This programme aims to be accessible and to give support and advice to applicants, it aims at improving international non-formal youth projects and the values of youth work on a local level. The programme does not exist for just providing funding.

National Agency staff is available to give advice for the completion of application forms and administrative processes – this is ENORMOUS ADDED VALUE if you would like to carry out a project with young people in your community. Why not contact your National Agency and have a chat with them about what you could do?
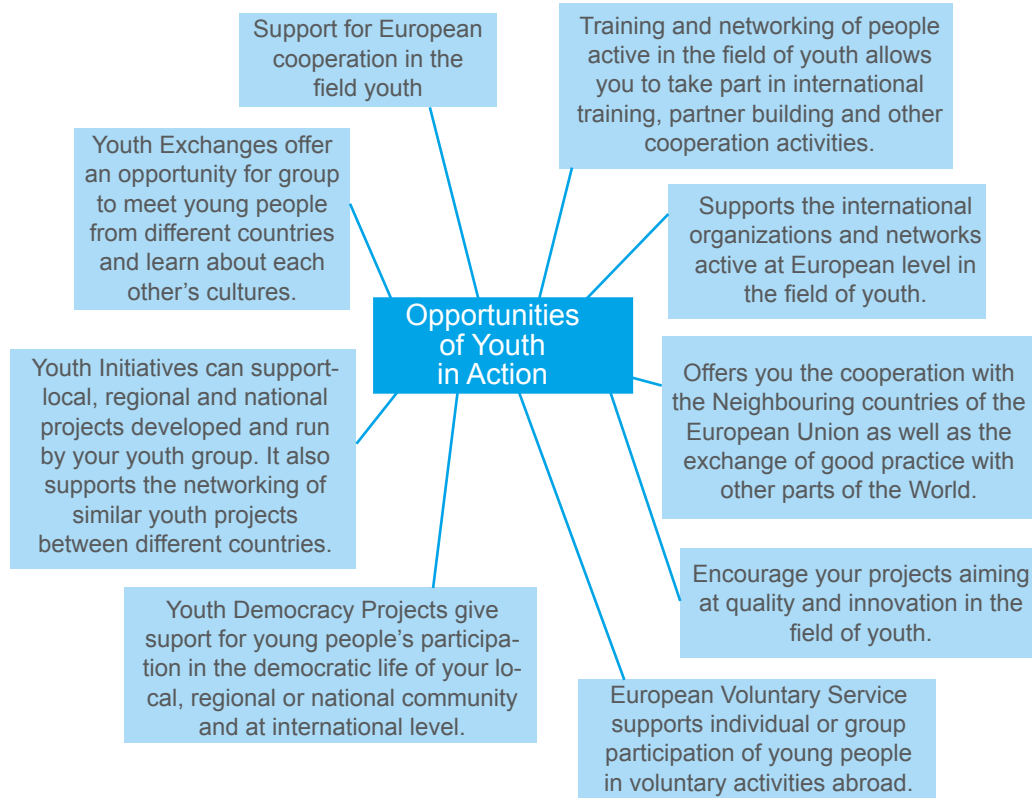
Weblink for National Agencies
http://ec.europa.eu/youth/youth/contacts_en.htm

Different Actions
and project possibilities

Inclusion being a horizontal priority of the programme, each of the different Actions and sub-Actions of the programme contains certain features in order to increase social inclusion, accessibility of the programme, and participation of young people with fewer opportunities.
Here follows what support is possible for carrying out projects within Youth in Action:

Support for European cooperation in the field youth

Training and networking of people active in the field of youth allows you to take part in international training, partner building and other cooperation activities.

Youth Exchanges offer an opportunity for group to meet young people from different countries and learn about each other's cultures.

Supports the international organizations and networks active at European level in the field of youth.

Opportunities of Youth in Action

Offers you the cooperation with the Neighbouring countries of the European Union as well as the exchange of good practice with other parts of the World.

Youth Initiatives can support-local, regional and national projects developed and run by your youth group. It also supports the networking of similar youth projects between different countries.

Encourage your projects aiming at quality and innovation in the field of youth.

Youth Democracy Projects give suport for young people's participation in the democratic life of your local, regional or national community and at international level.

European Voluntary Service supports individual or group participation of young people in voluntary activities abroad.

Have a look in further detail about the different Actions and possibilities in the programme. You might get inspiration also from the project examples – can you see yourself, or your youth organisation doing something similar?

Action 1
Youth for Europe

Youth for Europe is often seen by people as one of the most accessible for young people with fewer opportunities.

YOUTH EXCHANGES

In addition to multilateral youth projects, the possibility for bilateral youth exchanges exists in order to include young people with fewer opportunities and small, local organisations. The rather short duration of the activity makes the involvement of this target group appropriate.
Advance planning visits are an excellent means to build up a solid partnership before the project starts and to actively involve the young person. Exceptional costs related to the special needs of young people with fewer opportunities can be reimbursed up to 100%.

Project Example **EUROPEAN YOUTH4MEDIA NETWORK**
A multilateral youth exchange in Romania
Description:
The project activities foster anti-discrimination through media communication and youth information. They are the continuation of previous projects organized by the "European Youth4Media Network" a European NGO based in Germany and having Asociatia "Renasterea Botosaneana" as one of its member branches.

The multilateral youth exchange takes place in Botosani, Romania. 4 youth groups (RO, D, PL and BG) work for a better understanding of equal opportunities in Europe and involvement of the youth using media tools.

The host group consists mainly of youngsters representing Roma and isolated rural communities in Botosani County, Romania, acting as volunteers of the coordinating organisation. They work with the partner groups learning to use media and communication to combat any form of discrimination and to inform young people.

The project aims at intercultural learning and European / political education for young citizens by the means of digital media. Via work with media, the European idea is promoted in areas where information and economic difficulties are acute. Therefore, media serves as a tool of civic educational work. As a result, audio-visual education materials can be created in cooperation with the project partners to be further distributed and will be also promoted via
www.open-web-tv.eu

Project Example **4TH EUROPEAN THEATRE ADVENTURE**
March 10–20, 2008, Balatonfoldvar, Hungary
Description:
This project promotes the inclusion of disadvantaged, especially Roma youngsters
through the means of theater, film, music and dance. After a three year co-operation
in the international, pedagogical theatre festival "Theatertage am See", : Caravan Art
Foundation takes the initiative for the first time to realise such a project in Hungary.
During the 10-day long encounter two Roma youth theaters "Rroma Aether Klub The-
ater" (Berlin, Germany) and "Karavan" (Budapest, Hungary) meet two non-Roma youth
theaters "Próg" (Wadowice, Poland) and "Helijas" (Siauliai, Lithuania) working on their
reflections of the topic "Roots – The Next Generation".
With the support of artistic and peer leaders, we focus on the empowerment and
capacity-building of the socially and economically deprived youngsters. During the
project they are able to realize their own ideas, gain self-awareness, self-respect and
self-esteem and they find a universal language in an intercultural meeting.
Based on the involvement of majority and minority youngsters, this projects helps to
foster mutual understanding between these young people and also raises awareness
of the public for the inclusion of minorities.
Mutual cooperation between Roma and non-Roma people and associations are the ba-
sis of our common work, as well as the desire to change discrimination through a new
optimistic and positive image of Roma, based on our work, our communication and our
publicity with theater and film.
The project will continue in Wadowice, Poland, this time involving youngsters from
three more countries.

YOUTH INITIATIVES

Youth Initiatives are most suitable for young people with fewer opportunities because
they can be implemented also by informal groups of young people and without ne-
cessarily having partners from other countries. They are geared to participation of
young people in society at large. Advance planning visits are possible for Transnational
Youth Initiatives. 15-17-year old youngsters may participate if accompanied by a youth
worker or a coach. Generally, a coach (with youth work or youth initiative experience)
may accompany and support the group from the outside when necessary. Financial
support for the coach can be granted.

For many National Agencies of the Programme, Action 1.2 "Youth Initiatives" is more
popular with Roma communities, because this is the easiest way for the realisation
of projects.

Slovakian National Agency:

" *Upon our experiences the most popular are group initiatives, because in some way
they are easier to be prepared and realized (you don't need to have a partner, to speak
a foreign language etc) and at the same time have bigger impact* "

Hungarian National Agency

" *No foreign language skills are needed, no need for travelling abroad. These activities
are the easiest for beginners in YiA. In TCP activities we mainly had participants in our
national level trainings* "

Project Example **SHOWING ROMA LIFE REALITY**
A youth initiative from Hungary
Description:
The organisers aim is to show the life of a Roma village (100% of the population is
Roma). They distributed cameras for young local people, and will publish a booklet and
a webpage based on these photos.The project also includes a project management
training session for the organising team.

Project Example **ROMA TV PROJECT**
A youth initiative in Sweden
Description:
"This Roma TV project uses public access television in Stockholm to inform and
introduce the general public in Stockholm of events related to Romani culture, history,
language, and current affairs related to the subject, such as concerts, seminars, confer-
ences, reports, educational programs, and other events related to the subject. Each
week, two half hour programs are aired".

The youth within the project learn editing, recording methods, how equipment functions,
how to obtain information on events and contact, and the legal implications of airing
materials such as copyright regulations, permission, and what is considered public and
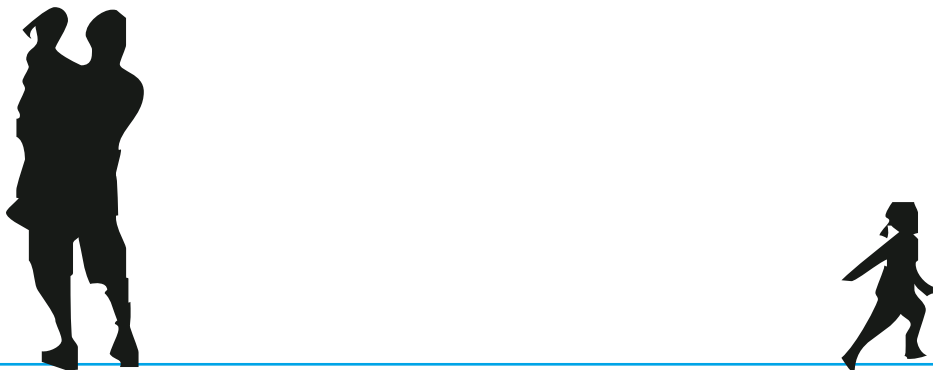can be recorded without permission.

 "The objective was to introduce Roma youth to the media world, so that they may use
the media forum to produce programmes in spreading information and promotion of
integration. The Roma youths in this project come from various Romani groups and
backgrounds, in this manner there is integration of class, gender and various identities".

Project Example **YOUNG ADVISERS**
A youth initiative in Slovakia
Description:
The youth initiative project was prepared by a nongovernmental organization which works with Roma and Non-Roma youngsters and adults. The aim of the project is to form a group of young "advisers", who will be able to form and lead non-formal groups of Roma and Non-Roma youngsters. The main activities of the project are based on training in the field of communication, peer leadership, group dynamic and in the further phase of the project activities to be carried out by advisors themselves for their peers.

YOUTH DEMOCRACY PROJECTS

This sub-Action aims specifically to increase the political participation of young people. It is therefore a welcome tool also for the inclusion of young people with fewer opportunities in policy-making at various levels. All costs directly related to the realisation of the project can be co-financed.

During 2009 a priority for the year is the European elections – so democratic participation has a higher focus during this year.

Project Example **"Europe Film Club"**
A youth initiative from Hungary
Description:
The project titled „Europe Film Club" is a series of simulation games. The Rainbow Tribe is an informal group of young people from the Special School and Children's Home in Velence, Hungary. 60-70% of the young people involved in the project are of Roma origins. The aim of the project is to prepare for the youth exchanges which they would like to realise in the upcoming years. The participants spend six weekends together in four different children's homes, each one simulating a different European country. They prepare games, music, folkdances, sports, films etc to introduce their 'own' culture.

Also important aim is to develop intercultural competences despite language difficulties. An important part of the simulation is that if we come from different countries then we haven't common language. This problem could be surmounted by learning English.

Very important aim of us to make the Rainbow Tribe in Velence and the Clans (which were born because of the impact of the European-filmclub 2007-2008) a good cooperating network.

Project Example **Young advisers**
Democracy project in Bulgaria, Czech Republic and UK
Description:
Young people from three countries are trained to be young advisors, looking at what skills and competences are needed to be able to:
- Set up their own youth councils in their local community
- Channel the voice of young people in the democratic system
- Express and represent the needs of young people in areas where they are not always heard

They can look at becoming a 'young mayor' in their town or village.

They can sharing good practise of a model that works well in one area and adapt it in their own reality to make a difference for their communities.

This project encourages the democratic engagement of young people in the local, regional, national and European political mainstream.

Action 2
European Voluntary Service

Through European Voluntary Service, structured and pedagogically supported short-term and long-term voluntary activities are offered to young people between 18-30 years, and in the case of volunteers with fewer opportunities also to 16-17-year old.

Volunteers participate in different volunteer training sessions and receive tailor-made personal, linguistic and task-related support. Participation in EVS is free for the volunteers and full insurance cover is provided. An EVS activity can be as short as 2 weeks for volunteers with fewer opportunities or Group EVS activities. A special procedural flexibility for short-term projects between 2 weeks and 2 months is authorised.

Group EVS activities complement traditional individual EVS activities. In the volunteer recruitment criteria and process, the general accessibility has to be ensured. Crisis prevention mechanisms need to be in place. Advance planning visits facilitate the establishing of a solid partnership and the active involvement of young people with fewer opportunities. A reinforced mentorship is granted for the additional personal support of this target group and exceptional costs related to the special needs of young people with fewer opportunities can be reimbursed up to 100%. Structures of former EVS volunteers offer interesting opportunities for former volunteers to share their experiences and engage in new activities.

In the online-database of EVS organisations (Commission's website http://ec.europa.eu/youth/evs/aod/hei_en.cfm/) accredited organisations based in Programme Countries and South East Europe are published. The search mask allows identifying organisations willing to work with young people with fewer opportunities. The published information usually contains relevant information concerning the specific target group and available facilities and experience of the organisation. Accreditation itself is an easy and ongoing process.
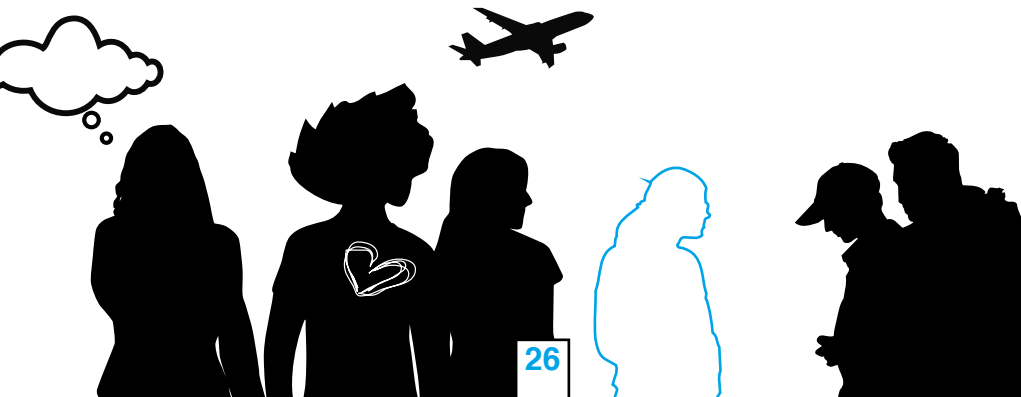
Project Example **A young girl from the Roma community in Finland went to England** Short Term European Voluntary Service
Description:
The Finnish National Agency supports a short term EVS Roma young girl for 3 months in England.

"Roma are the most discriminated group in Finnish society. On the average they are in weaker economic and social position compared to the other Finns. Despite their equal status, the Roma have yet to achieve full equality in Finland. They continue to experience discrimination in the everyday life".

Because of her ethnic origin, she has limited access to information, education, and labour market and to the full membership of society. In the EU's Youth in Action programme Romany youngsters are clearly under-presented.

Her EVS project aims to support herself and her own participation into society, but also to encourage other Roma youth to take part in the Youth in Action programme.

"I learned more English and gained more confidence in speaking English. I had some challenges in the project, but I think I learned a lot of them. I also learned from new cultures and just about living 24 hours seven day per week with new people".

At the moment the Finnish National Agency uses the volunteer as a multiplier, to promote and encourage her peers from the Roma community to participate in the Youth in Action programme.

Project Example **BABICA GRANDMOTHER**
EVS volunteer project in Slovenia
Description:
For this project, Cecile Horreau, a volunteer from France, worked with DZMP (Društvo zaveznikov mehkega pristanka) to build relationships with people from the Roma community in Krsko. It is one of the biggest Roma villages in that area, and she spends time getting to know individuals and training some of them in video technique. A short video is made by a young Roma girl, looking at how Roma traditions have changed over the years, talking to different generations and giving positive role models about young women going on to further their education.

This video, which has won prizes, is available for people to use. This organisation has also produced the first ever children's book in Slovenian, Romanes and English, with fun drawings illustrating a dictionary of these three languages.

Action 3
Youth in the World

Action 3 represents the international cooperation strand of the programme, with the possibilities of youth exchanges, Voluntary Service and Support Measures for youth leaders. Organisations in countries outside of the EU can form partnerships with organisations from a Programme country and develop projects together. Depending in which country you live, these projects can be applied for either to the National Agency, directly to the European Commission or to your partner organisation's National Agency in the EU country.

If, for example, you are a youth group in South East Europe (Albania, Bosnia and Herzegovina, Croatia, Former Yugoslav Republic of Macedonia (FYROM) Kosovo, Montenegro, Serbia) it is possible for you to be involved in the Youth in Action programme by partnership with an organisation from the EU.

Project Example **MUSIC and ME**
Youth Exchange with Montenegro, Albania, France & Germany
Description:
A youth exchange with youth groups of Montenegro and Albania who make links with other partners in France and Germany. They get together for one week of workshops, activities and sessions to learn DJ-ing skills, rapping and different types of expression through music. The culmination of the project is to present their results at a local festival of diversity in the city. The young people perform together their joint efforts.

This project helps to develop the competences of teamwork, self-expression, using English as an international language as well as improving self-confidence and self-esteem.
Her EVS project aims to support herself and her own participation into society, but also to encourage other Roma youth to take part in the Youth in Action programme.

For more information about funding and projects in Action 3, have a look at the Resource Centres websites:

SALTO South East Europe (SEE)   http://www.salto-youth.net/see/
SALTO Eastern Europe and Caucasus (EECA)   www.salto-youth.net/eeca
SALTO Euromed   www.salto-youth.net/euromed

This action might be helpful for example in establishing projects involving young people from immigrant communities and young people from the culture of origin.

Action 4
Youth Workers
and Support Systems
Training and Networking

Action 4.3 – Training and Networking
Various activities under Action 4.3 are useful tools for organisations to help making (inclusion) projects real and developing European cooperation in youth work in general. They can be a valuable instrument to support the creation and preparation phases of an inclusion project.

A positive and open attitude is essential for setting up inclusion projects that involve young people with fewer opportunities, but the youth workers coaching these projects also need specific skills. Given the diversity in Europe, not all youth workers are educated and prepared to face challenges related to inclusion projects. Action 4.3 of the Youth in Action programme can be particularly useful for training youth workers to work with young people with fewer opportunities in a non-formal learning setting and at international level. Youth workers can learn from their colleagues from other countries and exchange ideas about their respective realities and approaches towards inclusion through job-shadowing, seminars, study visits, training courses, etc.

In an inclusion project, it is vital for the organisations to know the partners and people they are working with. Young people from precarious situations need all the more reassurance that their project is going to be a positive experience. Strong partnerships and thorough planning are criteria for beneficial inclusion projects. Feasibility Visits, Partnership-Building Activities and Networking activities and other meetings are therefore an ideal means to strengthen the partnership and cooperation between organisations working with vulnerable groups with special needs, for example the Roma communities.

Many youth workers gather and have gathered valuable experiences in working with young people with fewer opportunities and the YOUTH (in Action) programme. Action 4.3 allows youth workers to pass on skills, knowledge and adequate attitudes to their colleagues.

The SALTO Resource Centres also offer different tools to spread good practice:
- project organisers can upload their methods in the SALTO toolbox for Training (www.salto-youth.net/toolbox/);
- experienced inclusion workers who are also active in training can list them selves in the TOY-database (Trainers Online for Youth) > www.salto-youth.net/toy/;
- SALTO can spread good project examples and innovative inclusion ideas via its Inclusion Newsletter > www.salto-youth.net/inclusionNewsletter/ , etc.

Through their Training and Cooperation Plans, National Agencies offer interesting opportunities for organisations and youth workers to become familiar with the programme, find partners and further increase the quality of youth work. Special adapted information and targeted training will increase the accessibility to the Youth in Action programme for young people with fewer opportunities and those working with them.

Project Example **Slovakian NA**
Hired two Roma Experts in order to ease the process of the Roma youth inclusion.
Description:
To be more effective in the inclusion of Roma communities, Iuventa - National Agency Youth in Action has hired two Roma experts, which are experienced in working with Roma. One of them is acting as a regional consultant for Roma communities; she is part of the regional consultant's network of the National agency. The consultants are responsible for giving consultations to the potential beneficiaries, promoting the programme in the region concerned, contacting the municipalities, NGOs and other institutions with the potential to be active in the Youth in Action programme. The consultant for Roma communities has same responsibilities but with the focus on Roma. Another Roma expert is working directly in Iuventa, so is more engaged in planning and implementation of the inclusion strategy.
Both experts also carry out in cooperation with the National Agency training activities for relevant groups and organizations.
The experts are very helpful for our work by searching for target group. We can also profit from their knowledge about the Roma culture and so approach Roma organizations and communities much better. We cooperate together by creating an action plan and realization of training activities for the target groups.

Action 4.4 – Projects encouraging innovation and quality
(centralised annual call for proposals): Action 4.4 allows for experimentation of new approaches, methodologies and project formats. This may contribute significantly to the inclusion of young people with fewer opportunities.

Action 5

Meetings of young people and those responsible for youth policy: this sub-Action promotes European cooperation in the youth field by enhancing structured dialogue between policy-makers and young people. It covers the European Youth Week, youth events organised by the EU Presidencies and youth seminars that take place at national, regional and local level. This sub-Action supports in particular the aims pursued by the Open Method of Coordination in the youth field and the European Youth Pact. The Commission, the responsible national youth authorities and National Agencies will ensure that participants in the above mentioned activities also include young people with fewer opportunities and those who are not formally organised in youth organisations, youth councils etc., and to provide appropriate support to them. The objective must be that they can fully participate in the structured dialogue and voice their wishes and concerns.

Project Example **Changing minds**
Discussing with policy makers
Description:
This project's main theme is about identity – an integral part of being respected as a person. It is especially important to young people as they are growing up, discovering themselves and making choices. Through the project they look at issues which affect them, through sessions and meetings with policy makers they learn skills and become empowered to take control of their lives for a positive future. Young people from different cultural and ethnic backgrounds work together, with local policy makers joining them in discussions and workshops, structured dialogue, information sharing and education about youth issues.

A dissemination event for the local community is the culmination, including music as a universal theme, promoting imagination, expression and intergenerational work between policy makers and young people.

end of part III

Intercultural Competences for youth work:

PART 4

What does it mean to work with young people from Roma communities?

Working with/for young people

The inclusion of young people into a higher level of involvement in the local, national and European initiatives has long been on the agenda of the European Union. Many organisations today are working hard on such inclusion strategies for young people that would attract and involve a more diverse and larger pool of potential youth leaders.

It is important to understand what a young person needs and what is the reality and/ or the obstacles that prevent the young people from participating in youth projects and initiatives. The inclusion strategy of youngsters in more active citizenship in the communities includes things such as information, motivation and training; creating networks, cooperation between Youth National Agencies in the field of inclusion, transfer of best practices and experiences and quality monitoring. These are to fight against the obstacles the individual could be facing, that could be ranging from socio-economic, cultural, geographical nature or may result from physical or mental disability, as detailed above under the description of 'young people with fewer opportunities'. Therefore, understanding the real needs and realities of a person from the Roma community and providing him/her with the right tools and opportunities, one can expect the political and social policies to support this.
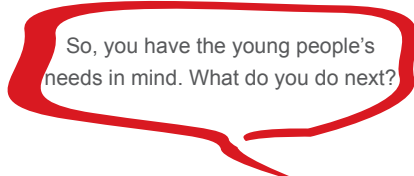
To achieve success is to attract and involve young people from the very beginning. The approach should not be to do a project for the young people, but rather with the young people or even better by the young people. Young people that struggle daily with the reality of living in their local community, social exclusion or other it may be, know the best themselves what they need and how to achieve the results in their environment. They know the most important issues and when an activity, project or an initiative is built around young people it provides them with the most important motivational factors,

such as the sense of ownership and responsibility. This is when young people at local level, in associations and networks, with their friends and peers will have to take their share of the effort needed to live a better world.

It should also be underlined that young people are very well situated to detect the real issues that exist within society. Young people can search for the root of the problem, and are in a position to change things. They will be the future leaders and communities. It is important to realise that there are many young people that, on a voluntary or paid basis, can be role models and set examples for the future.

Young people and their realities have to be understood and there is no better way to do so, than to ask the young person directly. The young person should always be an equal partner in the planning, implementation and evaluation of any initiative. To have young people participating in political and social action is more than mere consultation with them about changes and initiatives that will affect their lives and shape their futures; it is about giving them the means and opportunities to really represent their and other youth's needs and rights. It is imperative that the voice and action of the most vulnerable and marginalised young people is heard and seen because their contribution, their perspective and their knowledge is invaluable and unique in the effort to forge a better society tomorrow, for everyone.

Active Participation

So, you have the young people's needs in mind. What do you do next?

Having an understanding of the target group, one has to find a right balance between the young's people interests, their skills and their limits and then encourage active participation. A sense of ownership is equally important to sharing clearly with the youngster what is your aim, as a youth worker, so that young people can then work in partnership with you because they understand the 'deal'. This is a basis of open participation.
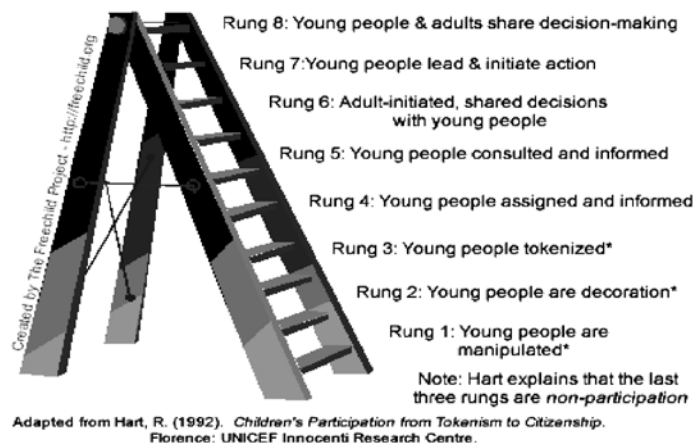
An inclusion project for the young people of Roma, just like any other social group/community has, as its basic goal, empowering young people – that is enabling young people to set the agenda and take control of the process. An environment, which creates opportunities for young people to initiate and direct activities, an environment where decision making is shared between young people and workers, where the worker's role is that of motivator, a mentor or a coach, an environment that empowers young people while at the same time enabling them to access and learn from the life experiences and expertise of workers.

Active participation recognises that:
- Young people are imaginative and creative;
- Young people are willing to exercise self direction and self control in the pursuit of objectives that they feel personally committed to;
- Young people, under appropriate conditions, will not only accept but actively seek responsibility;
- Work comes as naturally to young people as rest and play and they want to learn.

Therefore it is useful to try to map the extent to which they feel included in any activity or process. It is also important in order to avoid pitfalls, such as loss of interest or full disconnection with the project of the young participant. Encourage long-term participation, rather than one time only. One effective way to do this is by visualising a ladder which each rung on the ladder representing one step on the climb towards the goal of full participation.

Roger Hart's Ladder of Young People's Participation

Rung 8: Young people & adults share decision-making
Rung 7: Young people lead & initiate action
Rung 6: Adult-initiated, shared decisions with young people
Rung 5: Young people consulted and informed
Rung 4: Young people assigned and informed
Rung 3: Young people tokenized*
Rung 2: Young people are decoration*
Rung 1: Young people are manipulated*

Note: Hart explains that the last three rungs are *non-participation*

Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship.* Florence: UNICEF Innocenti Research Centre.

This is the ladder model, as conceived by Roger Hart. The first rung represents zero participation and the eighth rung full participation. It is important to remember that it is the empowerment process which is important and to use the ladder more as a tool to achieve the goal of full participation, by climbing up the ladder step-by-step. Moreover, only the fourth step of the ladder is considered to be a minimum level needed for the successful and active participation. By climbing up this ladder one might achieve the perfect scenario of implication of political and social action with long term benefits for the young people and their communities.

Intercultural Learning Introduction

The issues of inclusion and diversity can be approached from many different directions and experienced in many different ways. However, everything does seem to revolve on the question of where you place yourself in relation to the issues and where you position yourself in the society you live. The discussion of inclusion and diversity also emphasises the richness of difference, the benefits of having a variety of experiences in life and integrity of the individual. The fundamental aim shared by many youth workers comes from the basic questions- how do I, the youth leader, and how do they, the young people, see their social situation? To what extent are they 'in' or 'out'? And should we try to change it?

The wish is to arrive at the destination of inclusion, where difference does not represent a barrier to individual fulfilment and social opportunity. But it is only when we understand our own individual role in creating social exclusion or inclusion that we can find ways to work towards inclusion of different groups, i.e. Roma communities. Therefore, it is important to find your identity and your role in the community you live in and find how you relate to the other, a minority group or other and find your potential of changing situation to the better for yourself and that other. Intercultural learning can be one tool in our efforts to understand the complexity of today's world, by understanding others and ourselves a bit better.

Intercultural Learning:
Inclusion and Diversity

Identity:
Who am I?

Me and the Other:
Who are they?
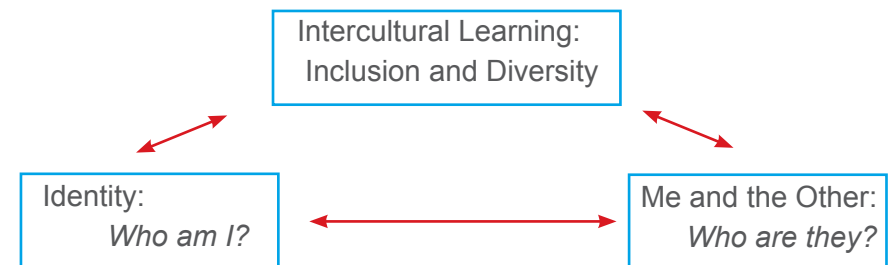
Intercultural learning may enable us to better face the challenges of current realities. We can understand it as empowerment not just to cope personally with current developments, but to deal with the potential of change, which can have a positive and constructive impact in our societies.

In general, intercultural learning is about:

A constant and slow **learning process** full of challenges. It involves both reason nd feelings and their relevance for life.

Diversity and difference, about pluralism, complexity and open questions, finally about reflection and change.

You and me, about **relationships and solidarity** and about taking the other seriously.

Dealing with the forming and alteration of **personal identity,** about discerning changes of meaning, it is about accepting tensions and contradictions

It's a lot about difference, about diverse life contexts and cultural relativism

Democracy and citizenship, it implies taking a stand against oppression, exclusion and their supporting mechanisms.

Dealing with memory, remembering and overcoming memories towards new future. Intercultural learning in the European context means as well a profound reflection on the relation of East and West and the readiness to enter into real **dialogue** on our common and different history.

The starting point towards structured intercultural learning is to understand yourself and see how you relate to others. Intercultural learning experiences through training courses, seminars, group meetings, workshops, exchanges, etc are examples of intercultural learning processes. However, on the more literal level, intercultural learning refers to individual process of acquiring knowledge, attitudes, or behaviour that is connected with the interaction of different cultures. Therefore it is important to know who am I and who is the other and how we can learn from each other.

Identity: Who am I?

Exclusion and diversity is often based on the fact that people are different- but we can be different in so many ways. Sometimes we are obviously different, but often it is difficult to put our finger on what exactly it is that makes us 'special' and yet the 'same as others'. Therefore we first need to have a look at Identity, at who we are ourselves. It is only after we have developed an understanding of who we are and where we come from that we can analyse how our identity is at play in our relations with other people. It is important to understand that identity is what at the same time distinguishes us from others AND make us the same as others.

There are many ways to get to know yourself- from meditation to self assessment questionnaires, from free association to theatre. You can either have a look inside yourself, or you can use someone else as a mirror, who shows you things about yourself. Though most importantly is that you take some time for personal reflection before interacting with others. To help you with self-reflection, you may consider such questions:

_What are the elements that build you as a person?
_How would you describe yourself?
_Which experiences of inclusion and which experiences of diversity were
 significant in building the person you are today?
_At what times do you usually feel included and/or excluded?
_How do you feel now, at this precise moment?
_What is making you feel comfortable? Uncomfortable?

Even though it is just a suggestion on how to get to know better yourself, understanding you may be very useful in understanding the people you want to help or work with. The value of self reflection is to discover things about ourselves, about who we are and what we find important. Whatever methods you use, it is valuable for you as a youth leader, as well as for the young people, to allocate time for assessing your own feelings and evaluating your own actions on continuous basis, in order to lucidly direct and redirect change.

It is good to reflect about one's identity and share it with others, to become conscious of who am I and what is important to me, might not be as transparent to others in your group. Many theoretical models tried to depict (cultural) identity, the most classical being the onion and the iceberg. They both trying to explain that what you see, feel, hear is just a part of who someone really is. The iceberg divides a person and its identity in two, visible and invisible. The appearance and such information as age and gender is just the tip of the iceberg and the true identity of who one is , is deeply hidden in the water. It is important that you and people you work have knowledge of this, as it might help to avoid misconceptions and forming of wrong perceptions.

Identity is what we have in common with the certain people or groups (belonging, culture, family values …) and at the same time what makes us different (personality, unique combinations of belongings…). The way we see things and people (perception) is determined by our identity. Who we are and where we come from determines how we perceive reality. This also means that sometimes we tend to see things the same as people from the groups we belong to, but at the same time it could also be because of our different personalities that we perceive things differently.

In order to avoid painful misconceptions or misinterpretations, one must be aware that humans 'see' and perceive the world differently to each other. One reason for this are our physical and mental differences, such as abilities, e.g we can be visually impaired and hear and smell more accurately than average. Another reason is our cultural differences – we were brought up and taught to select and interpret data from reality in predetermined ways, e.g. we can look at the lady with a lot of gold earrings and see her as someone deliberately showing off, whereas for some Roma people such a display of gold would show the power and position of the person.

What is important to know is that perceptions depend on what the observer has seen before, and has learned to see before; people coming from different communities and backgrounds therefore will have different perceptions.

The challenge of inclusion and diversity in youth work is to create opportunities for young people to enjoy diversity and to learn to see things through different lenses. It is vital for the young people and youth workers (and everybody else) to be conscious of the coloured glasses that we are wearing and learn to welcome the difference as completely natural thing. Youth work can stimulate young people's self-confidence to explore unfamiliar settings, to meet new and different people, to be curious and not judging.

By becoming conscious of who we are, it is also easier to see and name what we have in common with others and how we distinguish ourselves. By providing these opportunities to meet difference, we develop young people's critical thinking and become increasingly open minded, so as to be able to value diversity and truly learn from each other, as opposed to rejecting or accepting each other's views based only on assumptions, stereotypes and/or prejudice.

Me and the other

We have realised that we see the world and other people based on who we are and what we learned to see. Now, we are looking at the relationship between who I am and how I experience other people, and how they might experience me. It is very easy to see oneself as being at the centre of things, of representing the 'norm'. By extension, it is also very easy to see others as being off-centre, of not being the norm, of being the 'abnorm'. If we then attach to this the ideas and feelings of 'right' and 'wrong' which exist in all of us (the identity and learned values), we very quickly find ourselves at the centre of a personal world in which we are right and everybody else in wrong. This is not the same as regarding someone else as different.

However it is important to find what influenced our view of others and defined what is 'wrong' and 'right'. There are dozens of opinions about this, to do with the individual, society, culture, history, faith, genetics, etc. However it might be best to go back to the formative years, our childhood and adolescence, and looking at the external factors, those things outside us, which helped influence and form us. Once we have understood the source of our view of the 'other', the challenge is to see whether it has changed and if yes how that occurred.

One good example of this is to ask a group of young people to describe how, in the course of their lives, the times when they have come into contact with people that they regarded as different to themselves. Then try to see if that somehow changed through other encounters and completely changed their view or opinion about that specific group or person. Then try to identify who was the one that formed the first impression of the person/group and who made you decide if that different person/group was positive or negative in relation to oneself. We found that we have been influenced by others around us, especially at the young age, however as we grow we not only can change our influences but also learn to not judge what is wrong or right but accept it as different.

Here we have learned that sometimes when we see ourselves at the centre of things and other people as outside and somewhat not normal might create exclusion in our community. We also have learned that we have been influenced by people and culture around us that might not always have been very accurate of how things really are. This realisation of this can give us a more objective view of the world. We can learn to address influences that make someone or something 'wrong' because it is different and modify them to something more objective. This could lead to us not participating in excluding other people and learning how to enjoy diversity and inclusion.
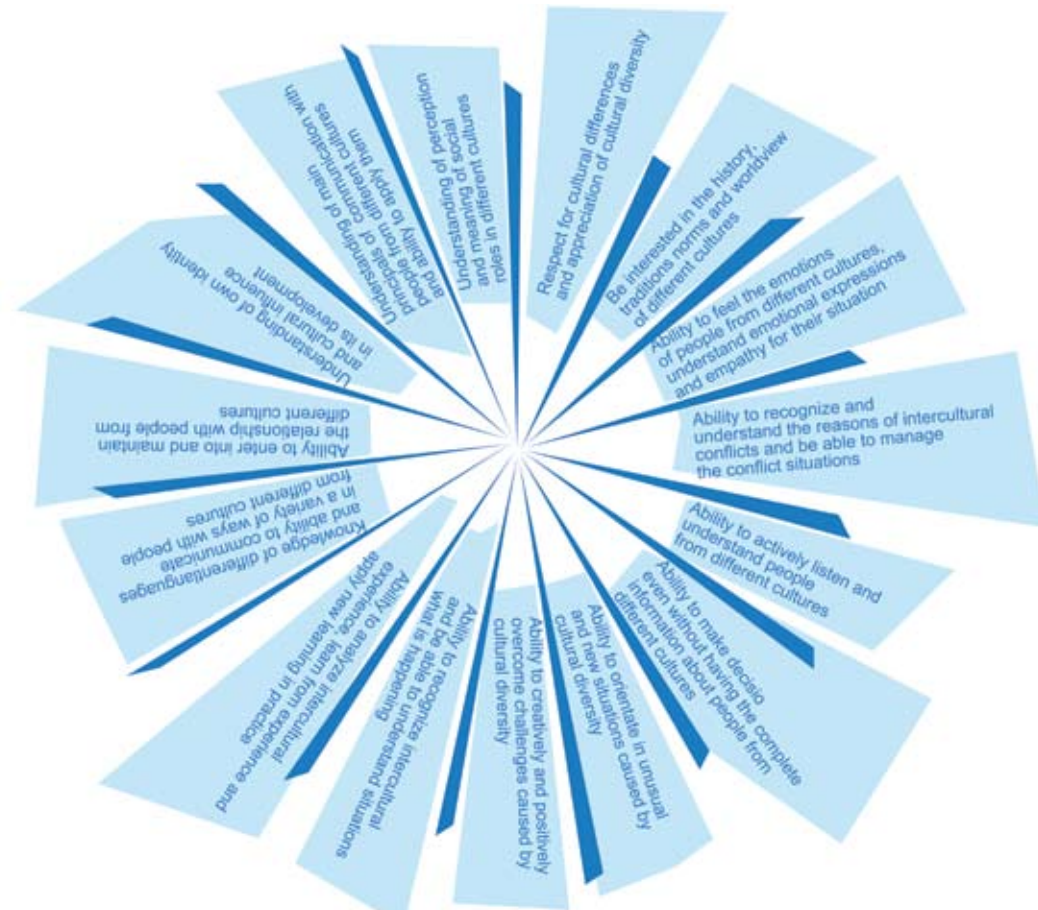
Intercultural competence

Cultural diversity and inclusion is very important, especially as young people and the groups they represent might be the key to the real change in our societies. We have looked above at working with young people and how important is their participation in the matters that shape their and our future. We also have learned who we are and how we might see the others and others see us. This was the first step of accepting difference and starting a successful intercultural dialogue for a more coherent and understanding society. We are beginning to acquire intercultural competence that will allow us to successfully communicate with people of other cultures.

The basic needs behind the intercultural competence is self-consciousness (who am I and what I do- Identity) and sensitivity (who they are and why they act the way they do). However, while interacting with young people from foreign cultures and working on the same goal or aim, a deeper understanding and tolerance towards each other are a vital asset in the group. It is not only about what I know but how I use my knowledge in the group dynamics. You, as a youth leader, have to learn the ability to not only understand the other participants' behaviour and ways of thinking, but know how to express yourself or your point of view in the way to be understood and respected, remain flexible, but clear. In other words, to be interculturally competent is not only to be aware of people differences but also managing those differences in the group, to achieve successful active participation of all the members on your project.

For intercultural competence as an existing ability, or a potential of developing it with the right conditions, such as those that exist in youth projects and trainings, one could asses himself/herself for such characteristics like:

- the ability to manage complexity,
- tolerance towards ambiguity,
- trust in a non-familiar environment,
- the awareness of yourself in relation to others,
- the ability of empathy and listening to others.

In order to apply this in a more practical way, one could use the 'culture wheel of suggestions' towards the intercultural competence and dialogue below.

These are the first step of many for you in becoming interculturally competent, more successful and aware of the complex world of today. This would not only improve your ability to manage culturally diverse group but also help you to achieve your goals in making a better world of tomorrow.

Much of the information in this section was sourced from SALTO publications. Specific resources are produced to help youth leaders to develop, deliver, and improve the quality of their (international) non-formal youth projects.

In the following section, you will find many more resources, information on what SALTO Cultural Diversity has been doing with Roma communities, and other contacts for going further on a national or international level.

> Do you as the youth leader see yourself aware of all the cultures in your group? Are you respectful? Do you motivate all equally and show interest in their backgrounds? Have you thought about the culturally rich opportunities that exist in your group, and how to benefit from them?

end of part IV

Working together
Examples and ideas

PART 5

In all of the following boxes are examples of ideas on working together with Roma communities. It's very important to realise that there is no recipe for working with a particular culture, sub-culture or 'group' of people. Please note that working together in a cultural context demands communication, awareness and other aspects of intercultural competence as described elsewhere in this booklet. Some of the following points are relevant in some situations, but having only knowledge of these points in no way prepares for effective working relationship.

Having a 'guide' to a culture cannot exist. Can you imagine writing a guide to someone else for your own culture? What aspects would you describe? What rules would you include? It's impossible to describe a whole culture in a rules list.

Each example here come from a specific context, and should only be taken as a resource which might be appropriate for you to adapt, or might not. Take your own distance from it, as appropriate. We hope they might give you a flavour or inspiration for future projects.

Three organizations, networking and collaborating to develop a youth strategy: Roma Active Albania, Integro Bulgaria and Spolu International Framework of Youth Strategy, 2010 – 2015

What are the most effective ways to empower/activate Roma youth'?
This generated the basic elements for this framework.

I. Space for critical thinking and independency
Roma youth need space to develop critical thinking attitude and to be engaged in a meaningful debate about how to change the situation of Roma. The question is how to enable youth to develop a reflective and critical attitude? It is important to let the youth discover their own path and to stimulate creativeness and innovation in order to develop alternative approaches and new visions. Support organizations, therefore, need to take a facilitating role, to enable and encourage youth to take their own role and place in the larger Roma movement.

Young people are easily challenged and provoked by way of creating healthy competition between the clubs, groups and countries.

II. Roma Identity and positive image
In their phase of life, young Roma are confronted with their identity and the negative stereotyping of Roma as being lazy, criminal gypsy, in finding and occupying their place in society. It is very hard for Roma to escape this identity, as it is rather an 'obligation' or a 'forced framing' than a free choice of the ethnic group. Almost all Roma suffer from this stereotyping, successful, integrated as well as marganized, segregated Roma people....Many Roma hide their identity. This is a great loss for the Roma movement, because especially the higher educated, talented Roma tent to hide their identity. The issue of Roma self-identity and the importance of setting Roma role models needs to be addressed by involving successful Roma who can and may make a significant impact on other young Roma scholars and students and their decisions to continue their carrier.

III. Investments in Roma individuals and experts / From transferring know-how towards self determination
In the past, positive discrimination measures in education were put in place in many Eastern European states, for instance by offering some special places for the young Roma students at universities and by offering stipendia. This has leaded to an increase of higher educated Roma.

Besides, for most of the programmes targeting Roma youth aim to train and form a body of skilled Roma young elite by obtaining technical skills (courses on leadership, communicational, lobby, advocacy, etc). Many Roma where trained, but few of them remain active within the Roma movement. The focus on trainings, courses, seminars that aimed to create 'experts' in various social fields, resulted in having today many 'experts' in community development, in social policies, training skills, civil servants, etc. This technical work force is needed to enable Roma to participate in the programmes targeting them, but due to the focus on individual capacity building, those Roma active in the movement often lack a group of peers around them that is needed to become visible and powerful as a group.

IV. From focussing on effects to roots causes of exclusion
There is a tendency to focus mainly on effects of the social exclusion of Roma rather on the causes. This means that when speaking about the Roma minority many tackle the most visible problems (housing, education, health, employment) instead of looking at the deepest roots of the causes that determines the presence of such problems. Exclusion of Roma, however, is related to some deep prejudiced mentalities that are created by power relations between the groups in society. The lack of adequate housing, the lack of employment, the lack of adequate health conditions, and the lack of education are only effects of a bigger complex process of exclusion.
….
On top of that, many Roma do not like to be associated with 'poverty' or their 'marginalised' peers and this is why most of them abandon their communities.
Therefore, it is important that Roma youth are not addressed as 'workforce' to solve problems, but as 'agents of change' active on issues that they consider important and that they are motivated to become active in.

IDENTITY
Do you describe yourself as Roma? Why not?

In the UK many Gypsy/Roma Travellers do not openly admit or describe themselves publicly as Roma. What follows is a list of affirmative factors used to assist teachers in school to encourage young people to be more open about their identity.
There are a number of benefits to be derived from the voluntary self-declared ethnicity ascription of Gypsy/Roma and Travellers of Irish heritage communities. These should be at the heart of the reasons, strategies and policies underpinning efforts to encourage greater confidence in self-declared ethnicity ascription.

Pupils: Why should I – What's in it for me?

_It is good to be proud of who you are.
_It is a human right for the world to respect you for who you really are.
_There is nothing to be ashamed of in being a Gypsy, Roma or Traveller.
_Bullies will never be challenged and exposed for what they are by the silence of fear.
_It is good that others are able to learn about, and to meet and know, people of different backgrounds – it is what brings human beings together to live in peace and harmony. It is the essential building block of community cohesion.
_Your parents and sisters and brothers, and your community, need to be presented to the world through your proud and honest representation and advocacy.
_You have a right to education and it is not conditional on you hiding your ethnic identity.
_Your happy and successful learning will often need you to draw on and share your life experiences within your family and community.
You will not be able to do that if you are fearful about the school knowing who you really are.
_When you achieve success at school and receive applause in assembly you will be unable to earn the praise and respect for the ethnicity and cultural status of yourself, your family and your community.
_Childhood should be full of happiness and it is short enough without the burden of having to keep a closely guarded secret and living in the fear of 'exposure'.
_In order to have real friends in school, relationships have to deepen and for this to happen and for them to be truly rewarding, they have to be based on honesty and truth.
_Your teachers will not be able to help you as much as they would if they do not know about your ethnicity and cultural background.
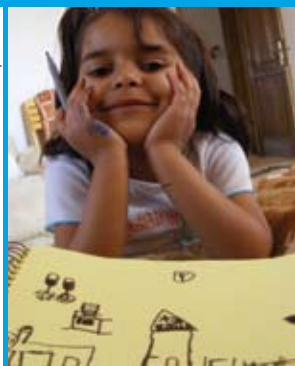
Report from group work at the Federation for European Roma Young People's study session 'Campaigning for Roma rights and equality of opportunities', 21 – 28 Jan 2007

As part of the study session, participants were encouraged to consider some tips and ideas for reaching Roma communities. Here are some ideas:
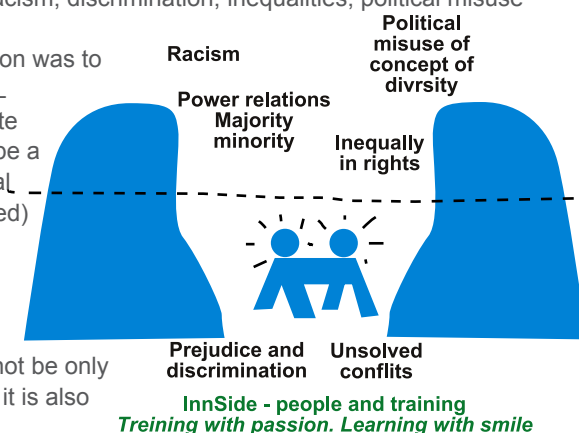
- Use Roma celebrities;
- Elaborate strategy to reach the target group. Consider the following:
- Eye contact;
- Door to door campaign;
- Information;
- Involving Roma leaders;
- Celebrities;
- Organize transportation of Roma from rural areas;
- Material motivation;
- Organize parties;
- Initiate co-operation;

From the Training Course 'Roma Youth in Action', held in Budapest in September 2009, When talking about intercultural learning programmes involving Roma and non-Roma youth, it is somehow very easy (if coming from majority community) to assume that it is only about getting to know each others' differences… However, intercultural education is not a politically-neutral zone and it is not happening in a vacuum.

This is particularly true if we are talking about Intercultural Learning programmes between majority and minority groups. So, we have to face the social obstacles to intercultural learning – power relations, racism, discrimination, inequalities, political misuse of diversity, unresolved conflicts, etc.
One of the messages from this session was to raise awareness that for effective ICL programmes there is a need to create space of equality first. Thus it might be a good idea for an effective intercultural education to be combined (or enriched) with some other types of educational "interventions" - Human Rights, Citizenship, Anti-racism, Conflict transformation, etc.
Such intercultural education should not be only about changing perception of reality, it is also about changing reality itself.

Racism
Political misuse of concept of divrsity
Power relations Majority minority
Inequally in rights
Prejudice and discrimination
Unsolved conflits

InSide - people and training
Treining with passion. Learning with smile

Traveller Education Service and schools, London Borough of Barking and Dagenham, UK

The following are specific points written for working with Romany Gypsy Travellers in a formal education school environment in London, UK. They might give a flavour of one particular context. They might not be transferable to other contexts, and should not be read as a guide for how to treat someone who is 'different' than you.

Traveller parents may not have learnt to read or write

Sensitive alternatives may need to be offered for filling in forms, replies to letters, school reports, sick notes etc. Consider explaining to the pupil the contents of the letter and follow it up with a telephone call home. Encourage the parents to call in to the office or make telephone calls.

Traveller parents can be very protective of their children

Some pupils will not be allowed to go on school trips and some parents may be concerned about swimming lessons. Consider explaining the health and safety issues to the parents or asking an older sibling or the parents to accompany the class on a school trip.

Travellers can find settled pupil's language offensive

Sometimes non traveller pupils fail to realise that terms such as 'gypo' and 'pikey' are racist remarks and are not acceptable. The smallest incident of name calling is distressing and needs to be challenged. Pupils need to be assured that they must report such name calling and that the matter will be taken seriously as a racist incident.

Gold earrings are important symbols

Gold earrings are often worn as important symbols of ethnic origin and may have been handed down through generations. Consider letting parents know that you are aware of the cultural significance of the jewellery as this may help in discussions about school rules especially the rules relating to wearing jewellery in PE lessons.

Traveller families have strict moral codes

Most Traveller families often have a very strict moral code. Changing for PE in mixed gender groups can cause embarrassment and distress if strong family values appear to be in conflict with the practices in school. Consider offering privacy to change into PE kit. Older girls may find short PE skirts unacceptable consider allowing them to wear jogging bottoms for some activities.

Traveller families observe Mokkadi (hygiene)

Some Romany Traveller families observe strict hygiene rules known as 'Mokkadi'. These rules stipulate that separate bowls should be used for personal washing, washing clothes, tea towels, cooking utensils and food preparation. This is particularly relevant in the areas of design and technology and especially in food technology.

Time and time keeping can be problematic for Traveller families

Time keeping can be an issue with Traveller families. Some will not be able to tell the time and punctuality is often not seen as a priority. If the family lives in just one trailer then going to sleep may be difficult, resulting in getting up late. It may be useful to discuss strategies for better time keeping and reward improvements. Some parents may be genuinely vague about exact days of the week, months of the year and dates of birth.

Gender roles are strictly defined

Gender roles are strictly defined in traditional Traveller families. Some children may feel uncomfortable initially when asked to sit next to members of the opposite sex and feel that some activities are inappropriate for them because of their gender.

The Role of Traveller Girls

Girls are often expected to take on the responsibility of caring for younger siblings and looking after the home and live with the idea of that being their future.

The Role of Traveller Boys

Traveller boys often participate in their families' work from a young age and have experience of practical skills and earning money. They will have been used to learning by example from family members. Traveller pupils may have practical skills in advance of their peers which can contribute to their self-esteem in the context of the wider curriculum.

The Success of Traveller Boys

Corporal punishment as a means of discipline at home is not uncommon. Some Traveller boys are used to being smacked for poor behaviour. Sometimes the pupil may at first be unresponsive to sanctions within school which are not corporal. Consider taking time to explain the Behaviour Policy to both parents and pupil. Discipline measures should be firm, fair and above all consistent. Changing strategies too quickly may send the wrong message.

Travellers respond to respect for their culture and values

Respect for self-expression and different cultural values are especially important for the self-esteem of Traveller pupils. Pupils may speak community languages such as Anglo-Romany or Gammon. They may feel confident in sharing this knowledge when discussing dialect or different languages, although many families want community languages to be kept secret.

Finally, sensitivity on the part of professionals to different life experiences and values will help children and families to gain the maximum benefit from the services which are available.

end of part V

Resources and Links

During 2008, the European Year of Intercultural Dialogue, SALTO Cultural Diversity had a special focus on working with Roma. Here are some examples of the activities which were carried out:

_Promotion meetings with and for Roma youth have been initiated to explain about the possibilities within Youth in Action, to encourage Roma youth participation and inclusion and to create better cooperation between the structures, institutions and Roma NGOs. The occasion has also been used, for example in Slovakia, to use non-formal learning as a possible tool for inclusion of Roma youngsters with fewer opportunities.

_These took place in Budapest, Hungary and were open for youth workers and NA officers working with Roma youth throughout Europe - about how European Youth in Action projects can be used as a tool to enhance the social inclusion of Roma youth, and about possible ways of cooperation between stakeholders.

Information booklet in Romani

Booklets promoting the Youth in Action programme, translated for minority communities including the Roma community to have better access to the Youth in Action programme.
Although we understand the complexity of the Romani, being mainly an oral culture and with a multitude of dialects, this is seen as a first step towards opening communication.

These booklets provide information on the Youth in Action programme:

- Objectives and priorities of the programme
- The different activities: youth exchanges, youth initiatives, European voluntary service, training and networking activities
- How to apply?
- Project management tips
- YouthPass and recognition of non formal education

The booklet has been distributed to the National Agencies to support them to promote the Youth in Action programme towards the Roma community. It is currently freely downloadable on SALTO website
www.salto-youth.net/makeuseofyouthinactionbooklets
Any feedback on the booklets to improve future versions is very welcome at:
roma@salto-youth.net

SALTO Cultural Diversity Roma Resources available online

Resources for and about the Roma community are available online on SALTO Cultural Diversity website.
Connected to international non-formal youth education projects, SALTO Cultural Diversity has gathered links to online resources about and for the Roma community:

_International Roma Organisations: funding organisations, advocacy organisations, discussion forums…

_Examples of national and local Roma organisations in several European countries.

_Anthems and flag: the words of the Roma anthem in Romanes and in English and a description of the Romani flag as approved by the first World Romani Congress in 1971 in London.

_Surveys on Roma language and culture

_Links to different aspects of Roma culture: Histories, art, literature, news, press…

Available on **www.salto-youth.net/roma**

Roma information in one place **www.romayouth.com**

A website in order to make youth work more visible in this field.

The page will have three main sections/parts:

- youth information (blog with news on seminars, meetings, opportunities; info about Youth in Action and other funding opportunities)
- youth blog (reports of young Roma who participated in local, national or international youth event in the form of videos, texts, fotos, ...)
  youth project/organization database

NATIONAL & LOCAL ROMA ORGANISATIONS

Here are some examples of links to a few Roma organisations on a national and local level: working in the spheres of education, employment, health care, racial discrimination, living conditions and roma culture.

Maybe you can use them for contacts, inspiration or ideas. We have only listed ones here that have websites. There are of course many more organisations, associations, institutions and groups working with and for Roma in Europe.

These are just first thoughts – please tell us if you have more to add, write to us at

roma@salto-youth.net

Albania
Roma Active Albania http://www.spolu.nl/m4a_roma_active_albania.html
Bulgaria
Bulgaria Integro Association www.integrobg.org
Bulgaria Youth network for development www.ynd-bg.org
Student Society for the development of interethnic dialogue www.romastudents.org
Roma information centre http://www.ric-bg.info/bg/news.php
C.E.G.A Foundation http://www.cega.bg/
Center for interethnic dialogue and tolerance -Amalipe http://amalipe.com/en/
Portal of ethnic minorities in Bulgaria http://www.ethnos.bg/
Bulgarian Helsinki committee http://www.bghelsinki.org
International centre for minority studies and intercultural relations (IMIR)
http://www.imir-bg.org/
Czech Republic
Český západ http://www.cesky-zapad.cz/
IQ Roma Service http://www.iqrs.cz/verze/en/
Czech Republic Slovo 21 www.slovo21.cz
Dzeno Association http://www.dzeno.cz/
Romea http://www.romea.cz/
Museum of Romani Culture (Brno) http://www.rommuz.cz/
MAcRSer
Germany
Germany Amaro Drom www.amarodrom.de
Dokumentations- und Kulturzentrum Deutscher Sinti und Roma
http://www.sintiundroma.de
Hungary
Hungary Pakiv European Network http://www.pakivnet.org/
Hungary Karavan Art Foundation http://www.karavan.co.hu/
Hungary Romaversitas Program Hungary http://www.romaversitas.hu/
Roma Press Agency http://www.romea.cz
Amaro drom http://www.amarodrom.hu/
Kosovo
Kosovo Roma Wood http://www.romawood.org/

Macedonia
Macedonia Roma National Centrum http://www.nationalromacentrum.org/
Macedonia Romaversitas/FIOOM www.romaversitas.edu.mk
Roma progress Macedonia http://www.romaprogres.org/
Sumnal.org http://sumnal.org/SumnalHomeEnglish.html
Moldova
Roma National Center http://www.roma.md/
Ograda noastra http://ogradanoastra.org/
Poland
Poland Educational Organisation Harangos www.harangos.pl/
Roma Museum (Tarnow) http://www.muzeum.tarnow.pl/etnogr/etnograf.htm
Romania
Resource Centre for Roma communities http://www.romacenter.ro/
Romania National Roma Youth Network http://www.agentiaimpreuna.ro/proiecte.php
Romani criss http://www.romanicriss.org/
Ruhama Organisation www.ruhama.ro
National office for the Roma http://www.rroma.ro/
Roma women association Romania
http://www.romawomen.ro/pages/roma_sites.htm
Romanothan http://www.romanothan.ro/
Russia
Gypsies of Russia http://zigane.pp.ru/menu.htm
Liloro. Internet Initiative for Romany Culture http://www.philology.ru/liloro/liloro.htm
Serbia
Roma center for democracy http://rcd.org.yu/
Association for Roma Students romanistudent@yahoo.com
Slovakia
Rómsky inštitút – Roma Institute, n.o. (RI)
http://www.romainstitute.sk/
KVOZ Láčho drom
http://www.kvoz.sk/
CENTRE FOR COMMUNITY DEVELOPMENT http://www.ckr.sk/en/index.html
Regional centre for Romani issues http://www.roma.sk/
Young Roma Association http://www.youngroma.sk/
Slovakia Roma Education Centre www.jetoonas.sk
Združenie Spolu Slovakia http://www.spolu-slovakia.sk/lang1/index.html
Spain
Spain Kale dor Kayiko www.kaledorkayiko.org
Spain FAGIC Barcelona www.fagic.org
United Kingdom
Time travellers http://www.time-travellers.org.uk/
Roma support group www.romasupportgroup.org.uk
Come Look at us http://www.comelookatus.org/

OTHER MOVEMENTS AND ACTORS
IN THE FIELD INTERNATIONAL LEVEL

Decade Roma Inclusion, 2005 - 2015
www.romadecade.org

Decade of Roma Inclusion 2005 - 2015 is a political commitment by governments in Central and Southeastern Europe to improve the socio-economic status and social inclusion of Roma within a regional framework. The Decade is an international initiative that brings together governments, intergovernmental and nongovernmental organizations, as well as Romani civil society, to accelerate progress toward improving the welfare of Roma and to review such progress in a transparent and quantifiable way. The Decade focuses on the priority areas of education, employment, health, and housing, and commits governments to take into account the other core issues of poverty, discrimination, and gender mainstreaming.

The Decade of Roma Inclusion is not another new institution, bureaucracy, or fund. Participating governments must reallocate resources to achieve results, also aligning their plans with funding instruments of multinational, international, and bilateral donors.

As a central pillar of the Decade, a Roma Education Fund (REF) was established in 2005 to expand educational opportunities for Roma communities in Central and Southeastern Europe. The goal of the REF is to contribute to closing the gap in educational outcomes between Roma and non-Roma, through policies and programs including desegregation of educational systems.

European Roma Rights Centre
http://www.errc.org/
Email : office@errc.org.

The European Commission against Racism and Intolerance (ECRI) is the Council of Europe's independent human rights monitoring body in the field of combating racism, xenophobia, antisemitism and intolerance. ECRI's programme of activities comprises three aspects: (1) country-by-country monitoring; (2) work on general themes; and (3) activities in relation with civil society.

ECRI (European Commision against Racism and Intolerance)
http://www.coe.int/t/dghl/monitoring/ecri/default_en.asp
Email : combat.racism@coe.int

The European Roma Rights Centre (ERRC) is an international public interest law organisation engaging in a range of activities aimed at combating anti-Romani racism and human rights abuse of Roma. The ERRC campaigns for Roma rights justice across Europe. Some recent and ongoing ERRC campaigns include:

_Redress for victims of racially motivated crime,
_School desegregation;
_Implementing comprehensive antidiscrimination law;
_Justice for victims of coercive sterilizations;
_Campaigning for adequate housing;
_Romani women's rights; and
_Children's rights.

European Roma and Travellers Forum
http://ertf.org/en/index.html
Email : ertf@ertf.org, ertf@coe.int

The European Roma and Travellers Forum (ERTF) is an international Roma organisation which brings together Roma NGOs from all over Europe.
Its aim is "to promote the effective exercise by the populations [Article 1.2] of all human rights and fundamental freedoms as protected by the legal instruments of the Council of Europe and other international legal instruments where applicable.
It shall promote the struggle against racism and discrimination and facilitate the integration of these populations into the European societies and their participation in public life and in the decision-making process."

FERYP is the Forum of European Roma Young People. The core elements of the FERYP's philosophy are:
-           preparing the new/future generation of Young Roma activists, mediators and leaders to act for the improvement of the situation of the Roma communities in Europe;
-           representing its members and associates at European level;
-           co-ordinating and implementing activities with European and local dimensions – with, for and by Young Roma, designed to achieve objectives as: provide information, train, lobby and representation, capacity building and support of local initiatives and projects, co-ordination/logistic role for implementation of activities and projects, which are addressing specific needs and problems, provide trining and consultancy to non-Roma organizations and institutions that are willing to develop programs and activities for the benefit of the Roma community.

Federation of European Roma Young People (FERYP)   http://www.coe.int/t/dg3/romatravellers/Documentation/youth/ferypraxi2005_en.asp
Email : dg3.roma@coe.int

European Roma Grass Roots Organisations (ERGO)
www.ergonetwork.org

The European Roma Grassroots Organisations (ERGO) Network is a network of Roma and non-Roma organisations, focused on the empowerment and grassroots mobilisation of Roma. We promote active-citizenship awareness as a means of enabling Roma to hold a respected place in society. ERGO assesses the dynamics and priorities among Roma and non-Roma in communities and proposes successful concepts, methods and role models to build up active citizenship. With the aim of developing a strong Roma grassroots movement, ERGO supports activism and leadership among the Roma at all levels of society. We create opportunities for Roma to have their voices heard.

Open Society Institute
http://www.soros.org/
http://www.soros.org/initiatives/roma
Email : http://www.soros.org/initiatives/roma/contact

The Open Society Institute is the major nongovernmental supporter of efforts to improve the economic and social inclusion of Roma in Central and South Eastern Europe. Over the last 15 years, the Open Society Institute's Roma-related programs have worked on a wide range of issues, including equal access to quality education, women's empowerment and gender equity, public health, civic and political participation, media access and development of Roma media, promoting tolerance, cultural diversity, and challenging anti-Roma prejudice.

United Nations Development Program
http://roma.undp.sk/
Email : publications.queries@undp.org

UNDP is the UN's global development network, an organization advocating for change and connecting countries to knowledge, experience and resources to help people build a better life. They are on the ground in 166 countries, working with them on their own solutions to global and national development challenges. As they develop local capacity, they draw on the people of UNDP and their wide range of partners.

European Roma Information Office
http://erionet.org/site/
Email : office@erionet.org

The European Roma Information Office (ERIO) is an international advocacy organisation which promotes political and public discussion on Roma issues by providing factual and indepth information on a range of policy issues to the European Union institutions, Roma civil organisations, governmental authorities and intergovernmental bodies.
ERIO cooperates with a large network of organisations and acts to combat racial discrimination and social exclusion through awareness raising, lobbying and policy development.

Council of Europe
http://www.coe.int/

The Council of Europe is the oldest international organization working towards European integration, having been founded in 1949. It has a particular emphasis on legal standards, human rights, democratic development, the rule of law and cultural co-operation. It has 47 member states with some 800 million citizens.
The CoE's main objective is to encourage its members to take a comprehensive approach to their issues. With regard to Roma this involves three main priorities - protecting minorities, combating racism, anti-gypsyism and intolerance and preventing social exclusion.
One of the fundamental principles guiding this approach is participation of the communities concerned, through Roma and Travellers representatives and associations.

CoE Human Rights of Roma in Europe.
Email : infopoint@coe.int

The European Roma Rights Centre (ERRC) is an international public interest law organisation engaging in a range of activities aimed at combating anti-Romani racism and human rights abuse of Roma.
The approach of the ERRC involves, in particular, strategic litigation, international advocacy, research and policy development, and training of Romani activists.
Since its establishment in 1996, the ERRC has endeavoured to give Roma the tools necessary to combat discrimination and win equal access to government, education, employment, health care, housing and public services. The ERRC works to combat prejudice and discrimination against Roma, and to promote genuine equality of treatment and equality of respect.

Council of Europe Development Bank
http://www.coebank.org
Email : info@coebank.org

The Council of Europe Development Bank (CEB) is a multilateral development bank with a social vocation. Established in order to bring solutions to the problems of refugees, its scope of action has progressively widened to other sectors of action directly contributing to strengthening social cohesion in Europe.
Roma has focused on the following.
_Adopting policy recommendations affecting the Roma's daily life (access to housing, education, employment, health care.
_Providing member states with expertise in adopting and implementing national strategies targeted for Roma.
_Encouraging participation of Roma in the decision-making process. The Council of Europe has been very active in capacity-building of national Roma NGOs in various member states, particularly in South-Eastern Europe.

Organization for Security and Co-operation in Europe (OSCE)
http://www.osce.org/
Contact Point for Roma and Sinti Issues:
http://www.osce.org/odihr/18149.html
Email : http://www.osce.org/contacts/

The Organization for Security and Co-operation in Europe (OSCE) is the world's largest security-oriented intergovernmental organization. Its mandate includes issues such as arms control, human rights, freedom of the press, and fair elections.
The OSCE works for early warning, conflict prevention, crisis management and post-conflict rehabilitation.
The OSCE is working to improving the situation of Roma within the OSCE Area. The main guidelines for supporting the rights and opportunities of Roma and related communities are found in the Action Plan on Improving the Situation of Roma and Sinti within the OSCE Area, which was adopted in 2003.

UN-HABITAT
http://www.unhabitat.org/
Email : infohabitat@unhabitat.org

The United Nations Human Settlements Programme, UN-HABITAT, is the United Nations agency for human settlements. It is mandated by the UN General Assembly to promote socially and environmentally sustainable towns and cities with the goal of providing adequate shelter for all. Their mission is to promote socially and environmentally sustainable human settlements development and the achievement of adequate shelter for all

UNHCR
http://www.unhcr.org/cgi-bin/texis/vtx/home
Email : http://www.unhcr.org/cgi-bin/texis/vtx/contact?hq=y

The United Nations High Commissioner for Refugees (UNHCR) is an impartial humanitarian organisation mandated by the United Nations to lead and co-ordinate international action for the world-wide protection of refugees and the resolution of refugee problems. Based in Switzerland, UNHCR has two basic and closely related aims: to protect refugees and to seek ways to help them restart their lives in a normal environment.

World Bank
http://www.worldbank.org/
Home > Countries > Europe and Central Asia > Roma
Email : dkowalska@worldbank.org

The World Bank is a vital source of financial and technical assistance to developing countries around the world. The Bank's focuses on achievement of the Millennium Development Goals that call for the elimination of poverty and sustained development. The goals provide us with targets and yardsticks for measuring results. The mission is to help developing countries and their people reach the goals by working with our partners to alleviate poverty. They address global challenges in ways that advance an inclusive and sustainable globalization—that overcome poverty, enhance growth with care for the environment, and create individual opportunity and hope.

United Nations Children's Fund (UNICEF)
http://www.unicef.org/
Email : http://www.unicef.org/about/contact.html

The United Nations Children's Fund (or UNICEF) was created by the United Nations General Assembly on 11 December 1946, to provide emergency food and healthcare to children in countries that had been devastated by World War II.
UNICEF develops many actions and reports about children of Roma, focussing predominantly on those who suffer from poverty, discrimination and lack of future prospects.
UNICEF works in linking the Roma conditions and issues to the achievement of the Millennium Development Goals. This is a way to include the Roma issue in the wider fight against poverty at a global level.

Resources and Links

INCLUSION & DIVERSITY RESOURCES

_All Different All Equal (1995) - Education pack ,
European Passport against intolerance European Commission against Racism and Intolerance, Downloadable from www.coe.int/ecri/
_All Different All Equal (2006) - Campaign: www.alldifferent-allequal.info
_ Coaching Guide, SALTO Youth Initiatives (2006) - Lots of tools, methods and advice on how youth workers, youth leaders & support persons can coach real youth-led participation projects. www.SALTO-YOUTH.net/CoachingGuide/
_ COMPASS (2002) - Manual on human rights education with young people, Council of Europe& Compasito. A child-friendly manual for human rights education in out-of-school activities,
www.coe.int/compass/ , ISBN: 92-871-4880-5
_ Connect, Different faiths (2004) - shared values, Inter Faith Network www.interfaith.org.uk, ISBN:1 902906 12 8_ Different In More Ways Than One (2004) - A manual for teachers, youth workers and counsellors providing guidance for teenagers on their way to identity, sexuality and respect. "TRIANGLE" , www.diversity-in-europe.org
_Joint report on social Protection and Social Inclusion (annual report 2004- 2008) - DG Employment & Social Affairs, European Commission
http://ec.europa.eu/employment_social/spsi/publications_en.htm
_"How to cope with diversity at school", Resource pack for teachers, Anna Lindh Foundation, 2008
_ European civic Citizenship and Inclusion Index (2005)
www.britishcouncil.org/brussels-europe-inclusion-index.htm
_Migrant integration policy index - www.integrationindex.eu/
_European White Paper "a new impetus for European youth" (2002) - Education and Culture, http://ec.europa.eu/youth/index_en.html, ISBN: 92-894-2189-4
_Focus for change, class gender and race inequality in the media in an international context (1992) - Education pack compiled by Sally Meachim-Dave Richards-Olukemi Williams, Focus for Change Organisation, ISBN: 1-87457300x
_ The Inclusion of the Other (2002) - Studies in Political Theory, Jürgen Habermas,ISBN: 0745630464
_ Resituating Culture (2004) - Edited by Gavan Titley, Council of Europe, www.coe.int/book/, ISBN: 92-871-5396-5
_Theatre of the Oppressed (1985) - Agusto Boal, ISBN: 0-7453-1657-3
_ Youth Policy and Social Inclusion (2005) - Critical Debates with Young People, Edited by Barry Monica, ISBN: 0415319048

FURTHER READING

_ Exploring Quality in Cultural Diversity Training (2007) - This booklet introduces working with culture and diversity as part of a training course, then looks at different topics often covered when training on these subjects.
_Quality in Cultural Diversity projects (2007) - Exploring quality in Cultural Diversity projects within the Youth in Action programme: taking examples from previous successful projects, and making suggestions for how to make your projects more diverse.
_Language and Culture on trial (2006) - Case studies and experience taken from European youth leaders on the topic of sensitive and effective intercultural communication.
_ Peer Education in Cultural Diversity Projects (2006) - taking you through 5 main competences of being a peer educator.

_Measuring Success in Diversity Projects (2005) - a basic project management introduction, general hints and tips for evaluating and measuring the impact of your projects.
_Cultural Diversity in Europe (2004) - a short booklet introducing the main situation in Europe with regards to anti-discrimination work, with some examples of projects to illustrate.
Find them all at **www.SALTO-YOUTH.net/DiversityResources**

_Going International - Inclusion for All (2004) – practical inclusion methods and advice for preparing, implementing and following-up on international projects for young people with fewer opportunities
_Use your Hands to Move Ahead (2004) – using practical tasks to increase participation by young people with fewer opportunities in short term European Voluntary Service projects
_Fit for Life (2005) – using sport as an educational tool for the inclusion of young people with fewer opportunities in youth work and international youth projects.
_No Offence (2007) – exploring opportunities and setting up youth projects with young exoffenders and those at risk of offending
_Village International (2007) - a practical booklet for youth workers about setting up international projects in rural and geographically isolated areas
_ Making Waves (2007) - Creating a greater impact with your youth projects, a booklet about visibility, dissemination and exploitation of your project results
Find them all at **www.SALTO-YOUTH.net/Inclusion/**

Looking for youth work and training methods about Inclusion and Cultural Diversity? Browse through the SALTO Toolbox for
Training at **www.SALTO-YOUTH.net/Toolbox/**

_T-Kit Series: Thematic easy-to-use training-kits for use in training and study sessions, Partnership between the Council of European and the European Commission for European Youth Worker Training.
_ Organisational Management
_ Project Management
_ Intercultural Learning
_ Methodology in Language Learning
_International Voluntary Service
_ Social Inclusion
_Training Essentials
_ Under Construction...Citizenship, Youth and Europe
_Funding and Financial Management
_ Educational Evaluation
_ EuroMed projects

Downloadable at: **www.youth-partnership.net or www.SALTO-YOUTH.net/toolbox/**

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SALTO-YOUTH
CULTURAL DIVERSITY
RESOURCE CENTRE

Education and Culture

YOUTH IN ACTION
and THE ROMA COMMUNITY
Inclusion of diversity

showcasing work done within the
Youth in Action Programme with and for
Roma communities in Europe.
Aimed at youth leaders and promoters of the
programme to raise awareness of the possibilities
through non-formal education for greater inclusion
of this important minority.