Co-funded by the European Union

Project: 101088262 — GEAR

GEAR – Gender Equality and Antidiscrimination for Roma

CERV-2022-GE

ASOCIATIA SERVICIUL APEL
WP4
GENDER EQUALITY TRAINING MODULES
GENERAL REPORT January31st, 2024

GEAR

arci SOLIDARIETA Digivis Center for Sustainable Communities Development Serviciul APEL internationaal Comité

BRIEF of T4.1 Co-creation of training modules on gender equality

The training activities on specific topics related to gender rights, gender equality, expected roles and behaviors, will be identified with young Roma participants. The length of courses will be assessed once the topics for a max. of 8 meetings of 2 hours. These meetings will also offer youngsters a protected space where they can freely express questions and receive information and orientation regarding delicate issues such as of sexual health, reproduction, and contraception. The contents will correspond with the topics treated by the web radio (T4.4) meaning that each training will be amplified and disseminated through the radio. The training will be participatory, being based on the use of the "Narrative methodology" (Batini, Salvarani 1997). In addition, the project team experts will provide a continuous assessment to tailor the training methodology to the class groups. CSCD will coordinate the program creation, while each partner realizes the meetings in its local community. (M6-M13)

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VALCHID, 18.12.2023
GENDER DISCRIMINATION @ WORK– Module I
Participants: 6 students age between 12 and 16 years old
Trainner Ligia Grancea and Oliviu Marian

As usual, we've met at the former city hall from Valchid and for this session, we used material and information provided by a partner NGO from Sighisoara and some of the material available online from CPE - Centrul Parteneriat pentru Egalitate. Most of our meetings are taking place in the afternoon because most of the group members are in school until 15:00 most days.

Today's workshop was based mainly based on the training material CEDES - Center for Social Development and the lead sociology expert Anghel Nicoleta provided.
We've used as a reference for today's training some parts of her published work, especially the segment involving de gender discrimination at the office/workplace in certain segments of the Romanian industry/services and to find a reasonable explanation about the difference society makes regarding workplace for woman and men, we've used some practical examples from the media about hiring ads in the food and service industry, most of the ads are somehow tailormade for a specific gender.

So far, the group understands this kind of issue, they do not have personal experience when finding a summer job for instance but somehow managed to understand why some positions are designed for men and some for women and came up with some personal insight about the issue and some practical ways of fighting against gender-related prejudice.

We had some very personal examples from one of the youths in the group, his mother also experienced difficulties in finding a part-time job, she did find one in the city eventually, but it was too difficult to commute and take care of the children while her husband was working abroad.

For this segment of our project, we're going to use the guidelines provided by CSCD from Bulgaria and we will adjust the content according to the group level. At this stage of the project, we try to keep the pace of at least one meeting per week until the end of January and then calibrate according to the feedback we receive from the participants.

VALCHID, 04.01.2024
Gender and Sport Activities – MODULE II
Participants: 9 students aged between 12 and 18 years old
Trainner Ligia Grancea and Cercea Denisa.

For a good and steady start to the new year activities, we challenged the teens to a society game designed by social educators and teachers to build stronger bonds between our team members in Romania: THE BULL RING.

To help the group work better as a team, but also to briefly introduce the theme of the workshops, you need to create a story in which the group must complete and is related to gender equality. For example: "Every man/woman/child has the right to happiness, and this is an ideal, for the simple fact that we cannot say what makes another happy, except us.

Our group had to discover a way to reduce the factors that bring, for many people, unhappiness. The answer to this problem is found encapsulated and the capsule will have to be opened in a protected space. The role of the team is to take the capsule to the indicated protected space"

You need to take a ring with the diameter of a tennis ball (of a large curtain, for example) and tie to it 10-20 long strings of a maximum of 5-7 meters (there should be one each string for each member). Place the assembled element on the floor with the strings stretched in a circle and place a ball on the ring (for example, a tennis ball or a grapefruit - i.e. "capsule"). Place targets in different parts of the room - ideal would be a roll of toilet paper or kitchen towels, or a tower, on which the ball can be placed. If you want to see how this activity can be facilitated, we invite you to watch the video dedicated to the bull ring. In this activity, the group must pick up the ball, using only the strings, and carry it to the other side of the room where it can be easily placed on the target. If the target collapses or the ball falls, the group must start the activity again.

It sounded a bit complicated in the beginning and some of the teens were reluctant because they needed to focus more than usual. Just to be sure they got all the data we used this link to better explain http://impact-clubs.org/ro/bull-ring. As usual, the last part of the team exercise was for questions and then answers.

VALCHID, 09.01.2024
Social media - Sex & Gender - Stereotypes and Prejudices MODULE III-IV
Participants: 7 students age between 12 and 16 years old
Trainner Ligia Grancea and Cercea Denisa.

For the first part of this meeting, we've used some of the slides from Module II training held by Digivis GUIDE TO SOCIAl MEDIA on T4.2 task – Training on multi-platform newsroom managing. We had an open discussion about online behaviour, what to share and not on public social media and private groups most of the teens from this group have a rather passive role in watching content from social media, and some of them don't even have a photo of the profile and are just scrolling without looking for any content. Also, we tried to encourage responsible behaviour when they see something inappropriate or offensive, to use the report tools they must bring their contribution to a safer virtual space. We all agree that the huge amount of content shared at any given moment on social media is like a tornado and just a few individuals cannot make an impact but it's still better than being completely absent and passive towards certain sensitive topics.

In the second part of this training activity, we challenged the students to take part in a team exercise for a society game called All My Neighbours. The rules are simple: Students will sit on chairs in a circle. We did not have enough chairs, but this kind of game can be played either way.

One player will be in the middle (our trainer Denisa was the game coordinator). All other participants will be seated on chairs (the number of chairs must be equal to the number of participants, minus 1 chair). The goal of the middle player (who has no chair) is to take a seat on one of the chairs by saying something like: "All my neighbors who... have siblings." All those who have siblings must get up from their seats and take a seat - other than the one they originally had. The person in the middle will try to occupy one of the free seats as quickly as possible. Whoever is left without a seat will be in the middle. The one left in the middle will continue with statements like: "All my neighbors to whom..." (the sentence is completed by the participants with things representative of them). The game continues in this way until at least half of the participants have occupied the middle position. After completing the game, the teacher asks some questions to the participants to find out what they have learned, leaving space for everyone to share their reflections:

This part, at the end of the exercise, is an open forum for free discussions:

✓ Did you like the game? How did you feel playing?
✓ What could you learn from this activity?
✓ What did you discover about yourself and your colleagues?
✓ In what contexts in your life do you need attention, concentration, and vigilance?
✓ Why is it useful to get to know each other better in our group

Denisa and Ligia, our trainers for the last few months are also working part-time for another NGO and have been active for several years in the community of Valchid; their role in our project is to make the transition between the activities on WP2 to the activities on WP4 and to facilitate the interaction of the Apel Association with the community of Valchid The group agreed we should keep seeing each other at least once a week in the following months.

VALCHID, 17.01.2024
Intercultural Sensitivity: Diversity and Equal Opportunities– MODULE V-VI
Participants: 15 students aged between 12 and 18 years old
Trainner Ligia Grancea and Cercea Denisa.

We started with a brief introduction about what diversity and equal opportunities mean in real life. To make it simple we explained that equality means that everyone around you, from school, a job, or a group of close friends in an ideal world has the same opportunities regardless of their abilities, their background, or their lifestyle. Also, diversity implies that you as an

individual see and appreciate the differences between people understand their opinions even if they are different than yours, and respect their values, beliefs, and culture.

To make things easier for the participants we made a warm-up game: participant is required to sit in a circle and raise their hands with their fingers pointing up. Everyone will go around the circle and make a statement about something they have never done or been, starting with the phrase "I never…!" For example: "I have never been abroad"; "I've never made fun of my friends." Those who have done or been what the person says bend a finger to their palm. The winner will be the one who remains with more fingers raised. This game was intended to better understand the dynamic in the group and the results were quite funny, lots of laughers and joy and this was exactly what they need after a long day at school.

What we learned during the warmup: in the Valchid community, different ethnic groups share the same environment, and they all have in common regardless of their status in society, occupation, the Saxon heritage; if necessary, they can all work together although there is always a safe distance they keep; mixed families are quite common these days so it's not an unusual sight.

For this section of the workshop, we used sections of the Equal Opportunities and Diversity Management booklet, made by the National Centre Against Discrimination(CNCD), the Centre of Legal Aid, and the Giacomo Brodolini Foundation, also the guidelines for a society game from here https://www.noi-orizonturi.ro/2018/10/01/ce-este-o-comunitate/ all the support documents are put in a separate folder

The second part of the workshop was a bit more interactive, and we challenged the participants to be part of a game. The main frame of the game is something like this: The participants form a circle to play the game about what a community is, start with a question like "What is a community? and your feedback for the participants, simple words or expressions, it

does not matter so much. Make a ball by crumpling a sheet of paper. Each person who receives the ball must, without thinking too much, say a word that is related to the term "community".

There are only two rules each participant must follow:
- the ball must not be thrown to the same person twice.
- once an idea has been expressed, it should not be repeated.

Then you must write down the main ideas on a sheet of paper. Ask someone from the group to define community based on the answers given. If necessary, for a better understanding keep in mind and put in context the following characteristics: live in a certain part of the village: who have a sense of belonging to that spa and why, which doesn't; those who relate to each other and share common beliefs and values; who participates in the life of the community and why.

The point of this exercise was to make the participants more aware of belonging to a community and to highlight the importance of appreciating the differences between them, their neighbors, and friends without judging.

VALCHID, 23.01.2024
Gender and Leadership - Roma Women Empowerment workshop, MODULE VII – VIII
Participants: 10 students aged between 13 and 18 years old
Trainner: Ligia Grancea and Cercea Denisa.

After a brief meet and greet session, we started the first part of the workshop earlier than usual as most of the participants asked in the previous meeting last week.

For this section of the workshop, we used some of the background information from this report https://rm.coe.int/16806fd5c2. This report from 2014 was available after the completion of another project with European founding called FERYP led by the Forum of European Roma Young People, in co-operation with the European Youth Centre of the Council of Europe.

To have a basic starting point for discussion later in the session the basic gender-related concepts were introduced so participants could learn again about concepts such as gender inequality, and differences between sex and gender. We all agreed that for a very small and closed community, these issues are not something that people talked openly although they do have a basic understanding of the differences and certain particularities. In Roma culture woman's place in the family structure is lower than her husbands and this has not changed at all in the last century; The task of the Romani woman is to take care of the children, maintain the household, and hold together the extended family, this is everything, no rights just obligation.

Participants identified several challenges in the Roma communities when it comes to gender and women discrimination by taking into account what they see regularly in their community: no access to education, no access to education means fewer chances for a woman to get a job, and this missing link the access to education prevent an individual from getting recognition as a professional in a certain work field for instance or as an individual part of an active society; although everybody acknowledges the issue, not just a local problem we did not find a viable solution to solve this matter. The only consensus was that changes need to start from the inside of an ethnic group no matter how hard you try to bring an outside perspective.

We made a quick break for refreshments and snacks, opened space for discussion not necessarily related to the topic, and then proceeded with the second part of the workshop with a warm-up game to make the group work together as a team: Jenga.

Basic rules

1) taking one block on a turn from any level of the tower (except the one below an incomplete top level), and.

2) placing it on the topmost level to complete it.

The game ends when the tower falls -- completely or if any block falls from the tower (other than the block a player moves on a turn).

Like Jenga the participants were told that all the individuals around us are like the Jenga pieces standing in frail balance and every interaction from the outside, big or small can cause a major disaster.

As a solution for future projects within the Valchid community, we could give Roma women the opportunity to meet regularly in female support groups in a community centre, where they choose what they want to talk about and share with others. The community coordinators could use didactic games and books to help initiate discussions. Our trainers and coordinators consider that support groups might help Roma women realize that they are free to express their feelings and opinions and that their voices should be valued in the community. The only major issue that may occur during Roma woman support group might come from the wider family.

VALCHID, 30.01.2024
GENDER EQUALITY – The Story of Violence - MODULE IX
Participants: 8 students aged between 15 and 17 years old
Trainner: Ligia Grancea and Oliviu Marian.

In the beginning, some general notions were stated about the forms that violence can take in everyday life, the history of violence, and how it has currently evolved worldwide. Not surprisingly, the workshop participants consider that different forms of violence are part of their everyday lives, the things they see at school, and sometimes in isolated cases in their family or friends. The society in which they, unfortunately, live consider violence as a normal phenomenon and considers that the authorities should take measures in this regard rather than react passively, with a long delay, and in this way put even more pressure on the victim. For references, we used some of the background information from https://www.coe.int/en/web/compass/peace-and-violence.

The phenomenon of violence has never been a taboo subject in Romanian society. Most acts of aggression take place outside the school, or in places where supervising teachers cannot reach. In our group, most of the members know each other, they go to the same high school in a nearby town, they commute in the same minibus, and they have been classmates since primary school. The small aggressions and bullying that take place between them are not perceived by them as serious acts that can degenerate into more intense forms of violence. they are aware that this type of attitude can quickly degenerate, but they do not believe that there are solutions to permanently stop this phenomenon. Some of the boys in the group practice MMA at a club in a nearby town and I remember that the main reason why they signed up had nothing to do with the sport or the discipline, but rather with self-defense. We then discussed some of the incidents they witnessed or were involved in, and the conclusion was that most of the time they don't initiate a fight or a fight but rather respond to provocations. It was surprising that girls equally react quite violently when they are offended or offended by their colleagues, but luckily, we are not talking about a generalized phenomenon yet.

To relax a bit the atmosphere of the workshop, we proposed an indoor fitness session for the young people, where some of the boys offered to show us some warm-up exercises learned during MMA training. The best part was that this exercise was the common ground for both boys and girls; everyone got involved enthusiastically, they moved around a lot and had a lot of fun.

For the second part of the meeting with young people from Valchid, sex, gender stereotypes, and violence were discussed, one of the topics discussed more extensively in a similar workshop that took place in the first part of January 2024. We concluded that sex was discussed quite a bit at school, young people participated in sex education classes in primary

classes, but once they reached high school, these classes were reduced to a few general issues presented in biology classes.

The internet is not always the best source of information when it comes to sex education. Still, there are important online resources made by professionals in the medical, social, etc. fields that can be more accessible and easier to understand in the absence of an open dialogue between parent and child. Most of the members in our group have had "that discussion" with their parents, they realize the consequences of irresponsible behaviour when it comes to conception and contraception, the way they communicate and behave with people of the opposite sex or other sexual orientations. As a supplementary resource, we suggested that they use the information presented on the YouTube channel of Asociatie Sexul vs Barza, the information there is structured by age and topics of interest that are unlikely to be taught in a classroom because of the reservations that sometimes the teachers have them. https://www.youtube.com/watch?v=osYDUQB6BO4

In the last part of our meeting in Valchid, we introduce to the members of our group the structure of the feedback questionnaire that we want to apply starting this week. https://docs.google.com/forms/d/e/1FAIpQLSebpA7ovzOxJjZZb9eedXbJGt4rUa4hU0EfgzEFzvhtxSHRrQ/viewform?usp=sf_link We explained to them its purpose, namely to obtain feedback related to the activities carried out so far and more importantly the activities to which would like to participate in the future. The questionnaire was then shared on the WhatsApp group. The collected results and their analysis will be presented in a separate report in the first part of February.

SUMMARY

Total number of students attending GENDER EQUALITY TRAINING MODULES: 55.
The age of participants: between 12 and 18 years old.
Average workshop length 2,5 hrs.
From: December 18th to January 30th

METHODOLOGY

1. Brainstorming

What is brainstorming?

A topic is written on the flip chart. Participants give their ideas on the topic. These are listed on the flip chart. The ideas are then sorted out and linked to the main subject of the topic. There are no wrong answers.

Why use brainstorming?

- To switch the course from one subject and focus on the next
- To examine the width of a subject
- To create a lively atmosphere
- To get a lot of ideas quickly

When to use brainstorming?

- At the start of a new topic
- When learners are encouraged to come up with new ideas

2. Discussions

Be flexible with the timing and sequence of the discussion phases:

- Identify the problems.
- Identify the cause.
- Identify how the problem could have been avoided.
- Identify possible solutions.

3. Lecture/talk

A lecture is where you stand in front of your audience and deliver the material by talking to them.

4. Question and answer

Why use question and answer?

- To maintain interest in a topic
- To avoid any obstruction - this is very helpful for starting specifically gender equality topics' training: giving the audience first a space to express any opinion – usually they demonstrate low level of knowledge and understanding on the issue, you can provide after that statistics or analyses in favor of your thesis that will block any further resistance.
- To find out about the experience of the group
- To check their understanding
- To help someone come to a conclusion.

When to use question and answer

- Whenever you are talking to a group of participants and want to keep everyone involved and thinking
- To introduce a new topic

5. Role play

What is a role play?

A role play is a method whereby participants use drama to convey a message. This is in order to have a simulation of a real-life situation in an interesting manner.

Why use a role play?

- To allow a player to practice reacting to conflict and other stressful situations
- To gain insight into human interactions
- To help a learner modify his/her own behavior patterns by getting feedback from others who have watched him/her play a role
- To open up communication channels to release some of the inhibitions which may otherwise hinder open and relaxed discussions on some gender issues.

When to use the role play

- Effective role playing can take place in almost any setting.
- Role playing is a very useful training technique, which can be employed in almost any.

training context.

6. Case study

A case study is where a real-life situation is summarized in the form of a story so that participants can identify the issues in it and suggest appropriate courses of action.